Original Article

Parental Influence and Students' Academic Resilience Moderated by Teacher Support in Universal Secondary Education Schools in Luweero District, Uganda

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ABSTRACT

The study examined the relationship between parental influence and students' academic resilience, moderated by teacher support in universal secondary education schools in Luweero district, Uganda. Specifically, the study tested whether parental influence and teacher support predicted students' academic resilience, and the moderating effect of teacher support on the relationship between parental influence and students' academic resilience. Based on Cassidy (2016), academic resilience was studied in terms of perseverance, help-seeking behaviour, and positive affect of a student. The study adapted a correlation research design on a sample of 324 senior four students in universal secondary education schools in Luweero district. Data was collected using a self-administered questionnaire. Data analysis involved carrying out partial least squares structural equation modelling (PLS-SEM). The results indicated that parental influence and teacher support positively and significantly predicted students' academic resilience. Further, the results also revealed that teacher support did not moderate the relationship between parental influence and students' academic resilience. The study concluded that while teacher support was an insignificant moderator of the relationship between parental influence and students' academic resilience, parental influence and teacher support are a prerequisite for improving students' academic resilience. The study recommended that to improve on students' academic resilience, head teachers need to implement measures that promote parental influence. Further, head teachers need to promote measures that enhance teacher support in order to intensify students' academic resilience.

INTRODUCTION

The concept of resilience is appealing because it implies something or someone's ability to cope in the face of adversity, to recover and return to normalcy after encountering an unusual, unsettling, and frequently unexpected threat. The concepts of resilience include awareness, detection, communication, reaction, and, if possible, avoidance and recovery (McAslan, 2010). Amzil (2023) defines resilience as a psychological construct that denotes an individual's ability to successfully function despite significant life adversities. In education, academic resilience describes the ability of a student to achieve academic success and display high-level performance, especially in the face of difficult life circumstances and unfavorable living conditions that may otherwise lead them to academic failure and dropout (Shengyao et al., 2024). According to Mallick (2016), academic resilience denotes achieving academic success despite adversity in the educational process. It is the ability to successfully deal with academic setbacks and problems that are common in everyday academic life. In other words, academic resilience refers to a student's ability to cope with academic pressure, stress, and challenges in academic or school life, such as low marks or grades, exam pressure and stress, or tough schoolwork. Cassidy (2016) conceptualises academic resilience to include perseverance, help-seeking behaviour, and positive affect of a student. Perseverance means consistent effort on interest in pursuing long-term goals, while help-seeking behavior is the capacity to utilize others or other resources to solve problems when confronted with learning difficulties or challenges and complex situations (Bimerew & Arendse, 2024; Li et al., 2023; Thorsen et al., 2021). On the other hand, positive affect is defined as the extent to which a student is enthusiastic, active, and alert on academic matters (Brondino et al., 2020).

Frisby and Vallade (2021) suggest that academically resilient students exhibit optimism, self-assurance, composure, and teamwork. These students never give up on their studies, are motivated to learn, have a strong sense of academic self-worth, and hope to succeed in school. Further, Strong resilience helps students adapt well to tough and unfamiliar academic environments, shields them from difficult situations they face at school, and exhibits robust mental health (Aloka, 2023). However, students' resilience in universal secondary education schools in Luwero district, Uganda. Students' inadequate resilience is demonstrated by their subpar academic achievement in the Uganda Certificate of Education results; for example, none of the schools were in the top ten performing schools (Nsimbi, 2023). Furthermore, there were problems including drug misuse and absenteeism in the schools, along with a high rate of school dropout (Nabugoomu, 2019). All these challenges pointed to low academic resilience among students in the schools. However, literature search revealed a lack of empirical studies on the same in the district and Uganda at large. This attracted the need for this study to investigate

academic resilience in the schools, investigating how parental influence, moderated by teacher support, influenced students' academic resilience in universal secondary education schools in Uganda. Therefore, based on the attachment theory to guide parental influence and cognitive constructivist theory to informed teacher support, the study tested whether parental influence, moderated by teacher support, influenced students' academic resilience.

LITERATURE REVIEW

Theoretical Perspective

The study was informed by the Attachment theory and the cognitive constructivism theory. The Attachment Theory by Bowlby (1969) informed parental influence, which was the independent variable in the study, while cognitive constructivism theory informed teacher support, which was the moderating variable for the study. The attachment theory postulates that children form relationships with important attachment figures such as parents (Demirtaş, 2019). Attachment is a pattern of care-seeking behavior by a person believes that is incapable of handling life than the person is seeking care from (Johnson, 2019). Attachment is an enduring tie with a person who provides security. Accordingly, people are predisposed to develop attachment links from which they can obtain safety and well-being. The attachment relationship can be secure with individuals feeling competence and considering others trustworthy or insecure, which makes them consider themselves as incompetent and regard others as not trustworthy (Shaver & Mikulincer, 2009). Individuals with secure attachment exhibit a positive sense of self and others, and are resourceful in securing necessary help when desired (Thompson et al., 2018). Secure attachment is a significant antecedent to an individual's resilience amidst stress and difficulties. As such, secure attachment security increases resilience and improves mental health (Kural & Kovacs, 2021).

Secure attachment involves supportive relationships encompassing attachment figures (parents) being sensitive, offering reliable attention and responsivity to the children's needs (Juffer et al., 2023). The attachment theory opines that those who develop insecure attachment develop tendencies of being preoccupied (anxious), dismissing (avoidant), or fearful (disorganized). Individuals who are insecure exhibit an inferiority complex, hence consider others to be better than them, are highly independent, and find it hard to trust others. When stressed, such individuals find it hard to seek help, opting to depend on themselves (Dagan et al., 2021). The attachment theory showed that support to children from attachment figures, such as parents, can be in terms of being sensitive to their needs, reliable attendance, and responding to their needs may enhance students' academic resilience. Basing on the attachment theory, the study tested whether parental attachment influences the form of being sensitive to their needs, reliable attendance, and responding to their needs predicted students' academic resilience. However, the attachment theory did not address the teacher support, which is the moderating variable in this study. Thus, this called for the cognitive constructivism theory to underpin it.

The cognitive constructivist postulates that learners acquire knowledge when they actively link new concepts with existing information (Stapleton & Stefaniak, 2019). Constructivism emphasizes that knowledge is not a passive flow of information from one individual to another, but rather requires the reconstruction of knowledge through learning and unlearning concepts and conducting a critical analysis of learning (Dagar & Yadav, 2016). Constructivism suggests the use of teaching approaches that include active learning, collaborative learning, teacher support, and contextual learning (Alt, 2015). Teacher support, which is the interest of this study, was investigated according to Methen y et al. (2008), Teacher support encompasses teachers being invested in students, having positive regard, and being accessible, and

this is expected to enhance students' academic resilience of students. Learning in a teacher-supported environment can boost students' self-motivation and learning initiative, enable students to actively mobilize their interest in learning, control their learning behavior and time, employ learning strategies, and be accountable for their learning outcomes (Chen & Tu, 2019). Therefore, basing on the cognitive constructivism theory, the study tested whether teacher support inform including teachers being invested in students, having positive regard, and being accessible to them, predicted students' academic resilience.

Parental Influence and Students' Academic Resilience

Parental influences include all of the various behaviors, beliefs, and characteristics of parents that might impact their children's development and personality, including their ability to empathize (Hardie, 2022). Parental influence was characterized in accordance with the Attachment Theory as parental sensitivity, consistent attendance, and responsiveness to their children's needs in order to mold a child (Blake & Norton, 2014). Positive parental influence leads to better outcomes for the child, including better social and emotional skills and higher academic resilience (Roy & Giraldo-García, 2018). Scholars (Chatlos et al., 2022; Chen et al., 2018; Kwarikunda et al., 2023; Mwangi et al., 2017; Nečasová, 2021; Radhamani & Kalaivani, 2021) relate parental influence and students' academic resilience. However, contextual and controversial gaps emerged from the above studies. For instance, some studies were skewed in developed countries, such as, Chatlos et al. (2022) was conducted in the United States of America. A study by Chen et al. (2018) was conducted in China, while the study by Nečasová (2021) was done in Czech schools in Europe. Thus, this contextual gag made it imperative to test the relationship between parental influence and students' academic resilience in the context of universal secondary education schools in

Luwero district, Uganda. Further, much as the majority of studies revealed a positive relationship between parental influence and students' academic resilience, the study by Chen et al. (2018) produced a contradictory result by indicating an insignificant relationship between the two variables. Therefore, there was a need to conduct this study to further test the link between the two variables in the context of universal secondary education schools in Luweero district, Uganda.

Teacher Support and Students' Academic Resilience

According to Yu and Singh (2018), teacher support is the idea that students have that their teachers are interested in them, value them, understand them, and are prepared to assist them. Ulmanen et al. (2023) argue that teacher support entails giving students social tools to help them cope with demanding educational assignments or overcome negative situations. As one of the most important types of school-related assistance for students, teacher support has been found to have both short- and long-term advantages for students' academic resilience as well as their intellectual, emotional, and behavioral adjustments to school (Zheng, 2022). Further, academically resilient students are upbeat, self-assured, laid back, and cooperative. These students are dedicated to their studies, have a strong sense of purpose for their education, are eager to learn, and have a high sense of their own abilities (Frisby & Vallade, 2021). Prominent researchers have examined the relationship between student academic resilience and teacher support (Ma, 2021; Permatasari et al., 2021; Radhamani & Kalaivani, 2021; Romano et al., 2021; Rosenberg et al., 2018).

The aforementioned research did highlight several methodological and contextual shortcomings, though, thus this inquiry was necessary to examine the relationship between students' academic resilience and teacher assistance. For instance, much as a study by Kwarikunda et al. (2023) was in secondary schools in Masaka district, Uganda, the

majority of the studies were skewed in the developed education system rather than that of Uganda. Permatasari et al. (2021) tested the link between the two variables based on cadets at Marine Science Polytechnic in Makassar city in Indonesia. While a study by Romano et al. (2021) was on high school students in Italian, and that by Rosenberg et al. (2018) was in the Israel-Gaza border areas. Therefore, this contextual gap made it imperative to test whether teacher support in terms of teachers being invested in students, having positive regard, and being accessible influenced students' academic resilience in the context of Uganda's education system. Further, methodological gaps also emerged from some studies. For instance, while other studies tested for the direct link between teacher support and students' academic resilience, studies such as Ma (2021), Radhamani and Kalaivani (2021) conducted a systematic review to establish the relationship between the two variables. Thus, there emerged the need to conduct an empirical study to test whether teacher support influenced students' academic resilience in the context of universal secondary education schools in Uganda

Moderating Effect of Teacher Support on the Link Between Parental Influence and Students' Academic Resilience

There has been an effort to test the moderating effect of teacher support on the relationship between parental influence and the academic resilience of students. For instance, Li (2017) examined how parental influence affected the academic resilience of 11th-grade Chinese students in two large provinces. The study indicated that the interaction between parent and teacher support significantly contributed to the academic resilience of learners. In their study, Permatasari et al. (2021) analyzed the influence of perceived social support of families and teachers on academic resilience of cadets at Marine Science Polytechnic in Makassar city in Indonesia. The results indicated family (parent) and teacher support have a positive and significant interactional contribution to students' academic resilience. In

their study, Ahmed et al. (2018) tested the moderating effect of teachers' support on the relationship between academic efficacy and academic resilience using master's students in five private universities in the Kingdom of Bahrain. Bootstrapping showed that teachers' support significantly moderated academic resilience. Zhan et al. (2023) examined the influence of teacher support on the academic resilience of learners in East Asian countries. The findings showed teacher support had an indirect, significant positive effect on student resilience. Although some research had explored the relationship between parental influence and academic resilience, with teacher support as a moderating factor, a thorough literature search revealed a scarcity of direct and comprehensive studies on the same. The existing literature was limited and indirect, leaving significant gaps for understanding the relationship between the variables. Therefore, this study aimed to fill this knowledge gap by providing a more comprehensive and in-depth examination of the relationship between parental influence, teacher support, and academic resilience, contributing to a deeper understanding of this complex and multifaceted phenomenon. The review of the above literature led to the testing of the hypotheses that;

H1: Parental influence has a significant influence on students' resilience in secondary schools

H2: Teacher support has a significant influence on students' resilience in secondary schools

H3: Teacher support has a significant moderating effect on the link between parental influence and students 'academic resilience

METHODOLOGY

Research Approach

The study applied the quantitative approach that involved the collection and analysis of numerical data to conduct inferential statistical analysis. This approach allowed for the examination of patterns and trends within the data, providing a

comprehensive understanding of the relationships between parental influence, teacher support, and students' academic resilience. The quantitative approach enabled identifying the relationships between the aforementioned two variables, contributing to a deeper understanding of the linkages between them.

Research Design and Study Sample

The study adapted a correlational research design, where a statistical method was used to examine relationships within a single population or between variables of interest (Siedlecki, 2020). Using a correlation research design, the relationship between parental influence, teacher support and students' academic resilience was tested, providing insights into their interconnections. While 2052 senior four students from universal secondary education schools in the Luwero district were chosen to participate in the study, a sample of 324 students was selected using Krejcie and Morgan's (1970) table for sample size estimation. Simple random sampling was used for sample selection, which is a probability sampling strategy that gives each individual in the population an equal chance of being selected, allowing the findings to be generalized. This strategy ensured that the sample was representative of the population and minimized bias (Noor et al., 2022).

Measurements of the Study Variables

Students' academic resilience was the dependent variable, parental influence was the independent variable, while teacher support was the moderating variable for the study. Students' academic resilience was measured using perseverance, help-seeking behaviour, and positive affect of a student (Cassidy, 2016). Parental influence was measured using parental sensitivity, reliable attendance, and responsivity to children's needs (Blake & Norton, 2014). While measures of teacher support were teachers' investment in students, positive regard for students, higher expectations and accessibility (Yu & Singh, 2018). The indicators were scored on a Likert scale of one to five, with five (strongly agree [SA]) representing the ideal situation and one representing the minimum (strongly disagree [SD]).

Ethical Consideration

The researchers adhered to all relevant ethical standards in the conduct of the study, including securing free and informed consent, obtaining non-coercive disclaimers, and ensuring respect for anonymity, confidentiality, and privacy, while also maintaining honesty throughout the research process. To obtain free and informed consent, the investigators provided participants with comprehensive information regarding the purpose and significance of the study, thereby enabling them to make a voluntary and well-informed decision to participate. In relation to the non-coercive disclaimer, the researchers clearly communicated to potential participants that there would be no penalties or negative consequences for choosing not to participate in the study, thus affirming their freedom to decline involvement. To uphold anonymity, the researchers ensured that participants' identities were not associated with their individual responses. This was achieved by designing the questionnaire in such a way that it did not request names or any personally identifiable information. To maintain confidentiality, participants were informed that they had full autonomy over the disclosure of personal information and could choose to withhold any details they deemed private. Furthermore, the researchers assured participants that any private information provided would not be disclosed to third parties without their explicit consent. In preserving privacy, participants were granted control over when, how much, and under what general conditions they would share personal information during the course of the study. Moreover, the researchers acknowledged all sources of information utilized in the study and demonstrated a commitment to honesty in the reporting of findings. The relevance of the study was clearly explained to participants to further

promote voluntary participation and enhance their understanding of the potential benefits of their involvement.

Data Analysis Methods

The data analysis techniques used were descriptive and structural equation modelling (SEM). Descriptive statistics involved computing means to demonstrate how respondents perceived teacher support and their academic resilience. Structural Equation Modelling (SEM) involved developing of structural measures and models using SmartPLS 3 because the sample size for this investigation was greater than the recommended 100 people (n= 210) (Yang et al., 2022).

FINDINGS

Demographic Attributes of the Study Participants

The results of demographic analysis reveals that the majority of students (57.3%) were girls, while boys comprised 42.7% of the study sample. Although girls constituted a larger percentage, the representation of boys was substantial, with a relatively small difference of 14.6% between the two groups. This ensured that the perspectives of both boys and girls were adequately captured.

Regarding age, the majority (74.6%) of students were within the 15-18 age range, while 25.4% were above 18 years old. This suggested that the study effectively targeted the intended age group, enhancing the validity of the responses obtained. Furthermore, the analysis of parent/guardians' education levels revealed a diverse range of educational backgrounds. The highest percentage (50.2%) of parents/guardians had secondary education, followed by 28.2% with primary education, 19.2% with non-formal education, and 2.2% with tertiary education. This diversity in parental education levels ensured that the data collected reflects the influence of parents with varying educational backgrounds, adding depth and complexity to the findings.

Measurements of the Study Variables

The measurement models included descriptive results in terms of validity tests, namely Average Variance Extracted (AVE) and Heterotriat-Monotrait (HTMT) ratio of discriminant validity, and reliabilities in terms of composite reliability (CR) and Cronbach's Alpha. Further, collinearity values in terms of Value Inflation Factor (VIF) values were measured. The results follow in Tables 1 and 2, respectively.

Table 1: AVE and Heterotrait-Monotrait (HTMT) Ratio Correlations of Variables

Measures	AVE	HSB	P	SAR	
SAR					
HSB	0.653	0.360			
P	0.548	0.859	0.811		
Measures	AVE	PI	PS	RS	R
PI					
PS	0.520	0.876			
R	0.573	0.884	0.514	0.676	
Measures	AVE	TS	A	I	PR
TS					
A	0.589	0.602			
I	0.612	0.459	0.511		
PR	0.562	0.837	0.830	0.875	

Key: A= Accessible, HSB = Help seeking behaviour, I = Invested, PI = Parental Influence, P = Perseverance, PR = Positive Regard, PS = Parental Sensitivity, R = Responsivity, RA = Reliable Attendance, SAR = Student Academic Resilience, TS = Teacher Support.

The results in Table 1 show that the AVE values exceeded the recommended threshold of 0.50, indicating adequate convergent validity. Additionally, the HTMT ratio correlations were below the maximum threshold of 0.90, supporting discriminant validity. These findings suggest that the constructs demonstrated sufficient convergent and discriminant validity, providing confidence in the accuracy and distinctness of the measured variables (Hair Jr. et al., 2020). On the other hand, reliability was assessed using two measures, namely Cronbach's alpha and composite reliability (CR). These tests measured the internal consistency and inter-item correlation of the study items, providing an indication of their reliability. CR was employed in addition to Cronbach's alpha because it offers greater flexibility, as it can accommodate outer traits and enable more indicators (items) to be considered reliable (Hair & Alamer, 2022). This approach allowed for a more comprehensive evaluation of the reliability of the study's measures. However, it should be noted that the measures, namely positive affect for the dependent variable and reliable attendance for the independent variables, did not attain discriminant validity. These were thus excluded from subsequent analyses because their indicators were deemed not reliable. Reliability values are presented in Table 2.

Table 2: Reliabilities and Value Inflation Factor for Study Constructs

| Measures	α	CR	VIF
Help Seeking Behaviour	0.468	0.790	1.047
Perseverance	0.725	0.829	1.047
Parental Sensitivity	0.692	0.812	1.156
Responsivity	0.814	0.870	1.156
Accessible	0.649	0.811	1.241
Investment in Students	0.682	0.825	1.289
Positive Regard	0.740	0.837	1.206

The reliability results in Table 2 demonstrate that all CR values exceeded the recommended threshold of 0.70 (Hair Jr. et al., 2021), indicating a high level of internal consistency among the indicators for each construct. This suggested that the measures used to operationalize the variables were reliable and produced consistent results. Furthermore, the high inter-item correlations among the indicators implied that the data collected was reliable. Table 2 also presents the results of the collinearity diagnostic test, which was conducted to detect the presence or absence of multicollinearity among the predictor variables. The results of the Variance Inflation Factor (VIF) were computed, with values above 0.5 indicating no multicollinearity (Hair et al., 2021). All VIF values exceeded this threshold, indicating that the independent variables were not highly correlated and did not exhibit multicollinearity.

Moderating Effect of Teacher Support on the Link Between Parental Influence and Students' Academic Resilience

The structural equation model Figure 1 displays the moderating effect of teacher support on the relationship between parental influence and students' academic resilience.

Figure 1: **Structural Equation Model Moderating the Effect of Teacher Support on the Link Parental Influence and Students' Academic Resilience**
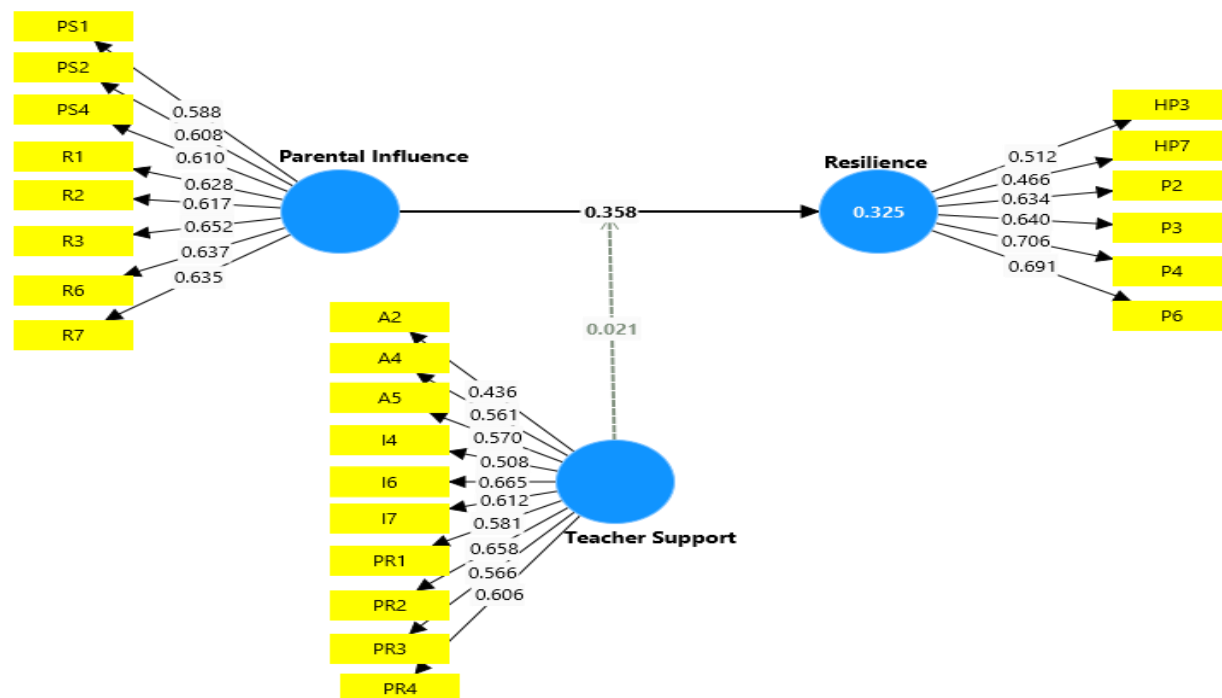
The structural equation model in Figure 1 describes the moderating effect of teacher support on the relationship between parental influence and students' academic resilience. Parental influence was studied as a three-component model that included parental sensitivity, reliable attendance and responsivity. For parental sensitivity (PS), three items (PS1, PS2, PS4) out of five loaded above the threshold value of 0.5, while two items (PS3, PS5) did not load above the minimum value. For responsivity (R), five items (R1, R2, R3, R6, R7) out of seven loaded above the minimum value, while two items (R4, R5), did not load. Teacher support was tested as a three-component model that included investment in students, positive regard, and accessibility. For investment in students (I), three items (I4, I6, I7) out of eighteen loaded above the threshold value, while fifteen items (I1, I2, I3, I5, I8, I9, I10, I11, I12, I13, I14, I15, I16, I17, I18) did not load. For positive regard (PR), four items (PR1, PR2, PR3, PR4) out of five loaded above the

threshold value, while one item (PR5) did not load. For accessibility (A), three items (A2, A4, A5) out of five loaded above the threshold value, while two items (A1, A3) did not load. Resilience was studied as a three-component model that included perseverance, help-seeking behaviour and positive affect. For perseverance (P), four items (P2, P3, P4, P6) out of seven loaded above the minimum value, while three items (P1, P5, P7) did not load. For help-seeking behaviour (HP), two items (HP2, HP7) out of nine loaded above the minimum value, while seven (HP1, HP3, HP4, HP5, HP6, HP8, HP9) did not load. None of the items for positive affect loaded above the threshold value. All the items that did not load above the minimum or threshold value of 0.5 were removed from the model. Table 4 shows three hypotheses to the effect that parental influence (H1), teacher support (H2) influence students' academic resilience. Teacher support moderated the link between parental influence and students' academic resilience (H3) was tested as indicated in Table 4.

Table 2: Structural Equation Model Prediction for Parental Influence, Teacher Support and Students' Academic Resilience

Measures	B	Mean	STD	T	p
Parental Influence -> Resilience	0.358	0.363	0.069	5.195	0.000
Teacher Support -> Resilience	0.299	0.308	0.064	4.665	0.000
Teacher Support x Parental Influence -> Resilience	0.021	0.012	0.053	0.396	0.692
$R^2 = 0.325$					
R^2 adjusted $= 0.318$					

The structural equation estimates in Table 2 indicate that parental influence ($\beta = 0.358$, t = 5.195, p = 0.000 < 0.05) and teacher support ($\beta = 0.299$, t = 4.665, p = 0.000 < 0.05) had a positive and significant influence on academic resilience, while parental influence moderated by teacher support ($\beta = 0.021$, t = 0.396, p = 0.435 > 0.05) had a positive but insignificant influence on academic resilience. The path estimates show that teacher support had an insignificant moderating effect on the link between parental influence and academic resilience. R^2 shows that all the factors combined accounted for 32.5% of the variation on academic resilience ($R^2 = 0.325$), while adjusted R^2 shows that the significant factors of parental influence and teacher support accounted for 31.8% of the variation on academic resilience (adjusted $R^2 = 0.318$). Therefore, teacher support insignificantly moderated the link between parental influence and academic resilience. Thus, the hypothesis (H3) was rejected.

DISCUSSION

The findings revealed that parental influence positively and significantly predicted students' academic resilience. The results were in agreement with the findings of the majority of scholars (Chatlos et al., 2022; Chen et al., 2018; Nečasová, 2021; Radhamani & Kalaivani, 2021), which indicated that parental influence positively and significantly influenced students' academic resilience. Further, studies that were carried out in Uganda, such as that by Kwarikunda et al. (2023), also indicated that a positive and significant link existed between the two variables. Since the results were in agreement with the findings of the majority

of scholars, the study suggested that parental influence strongly increased the students' academic resilience. The results of the study also revealed that teacher support positively and significantly influenced students' academic resilience. The findings were in acceptance with the results of the majority scholars such as, Ma (2021), Permatasari et al. (2021), Radhamani and Kalaivani (2021), Romano et al. (2021) who reported that teacher support positively and significantly influenced student's academic resilience. Since the findings were consistence with the results of the majority of scholars, it suggested that teacher support promoted students' academic resilience. Finally, the study also indicated that teacher support positively and insignificantly moderated the link between parental influence and students' academic resilience. The findings of the study were contrary to those by the majority scholars such as, Li (2017), Ahmed et al. (2018), Zhan et al. (2023) who revealed that teacher support positively and significantly moderated the link between teacher support and students' academic resilience. Since the findings of the study were contrary to the results of the majority of researchers, it suggested that teacher support did not moderate the link between parental influence and students' academic resilience.

CONCLUSION

The study concluded that parental influence is crucial for students' academic resilience. This is when parents are sensitive and responsive to their students' needs, parental sensitivity involves making effort to be gentle with their children when talking about their studies, always speaking to the

learners with smiling faces, parents respect children's choices such as their combination choices, understanding their children's feelings and believe in them. Further, when parental responsivity involves paying attention to their children's school needs, reacting immediately on issues concerning their studies, encouraging them, being there for them, providing them with sufficient school requirements, and sparing them time to concentrate on their school activities may go a long way in enhancing student's academic resilience. Teacher support is essential for students' academic resilience. This is when teachers support learners in terms of being invested in the learners, showing them positive regard, and being accessible to them. Similarly, investing in students involves teachers' helpfulness when students' questions about school issues, understanding students' strengths, and supporting their future. Positive regard may involve making the students recognize that they are considered to be hard working, telling good things about them, showing them that they believe they are smart, and showing them that they enjoy having them in class. Being accessible encompasses teachers being easy to talk to about school things, giving students extra help when they need it, and being available to help them with their learning. Finally, equal emphasis on parental support and teacher support does not necessarily lead to students' academic resilience. Particularly, in the setting of this study, parental support may play a more significant role in fostering students' academic resilience than teacher support.

Recommendations

The study recommended that head teachers should establish programs aimed at sensitizing parents about the significant influence they have on their children's educational experiences, focusing on cultivating parental sensitivity and responsivity. With sensitivity, they should create awareness in parents about making an effort to be gentle with their children when talking about their studies, always speak to them with smiling faces, respecting

their choices, such as combination choices, understanding their children's feelings, and believing in them. Regarding responsivity, school heads should sensitise them about paying attention to their children's school needs, reacting immediately when there is an issue concerning their studies, encouraging them, being there for them, providing them sufficient school requirements, and sparing them time to concentrate on their school activities. Further, head teachers should sensitise teachers to provide comprehensive support to learners by fostering a supportive learning environment, encouraging them to be invested in their students' academics, and being accessible. This can be achieved by sensitizing teachers to be helpful to students regarding school issues, understanding individual strengths, and supporting future goals. Additionally, teachers should be encouraged to show positive regard by acknowledging students' hard work, sharing praise with others, conveying belief in their intelligence, and demonstrating enthusiasm for having them in class. Furthermore, teachers should be accessible, approachable for discussions about school matters, providing extra help when needed, and be available to support their learning journey. On the other hand, head teachers should prioritize parental influence over teacher support when promoting students' academic resilience, as parental influence may have a more profound impact on fostering resilience. While teacher support is crucial, parental involvement and encouragement play a more significant role in shaping students' resilience. Therefore, head teachers should place greater emphasis on engaging parents and guardians in their children's educational journey, encouraging them to provide emotional support, set high expectations, and foster a growth mindset. By doing so, head teachers can harness the power of parental support to enhance students' academic resilience and ultimately improve their academic outcomes.

Limitations of the Study

This study underscores the importance of both parental influence and teacher support in fostering students' academic resilience, but some limitations emerged. Notably, measures of reliable attendance, positive and high expectations, contrary to previous scholars' findings, failed to achieve discriminant validity. Therefore, these measures warrant retesting using diverse populations, potentially across multiple schools, including private institutions and higher education settings. Additionally, this study's findings did not support the moderating effect of teacher support on parental influence, contrary to other scholars' conclusions. Future research should re-examine this hypothesis in different contexts and populations. Furthermore, this study relied solely on quantitative methods for statistical inference. Thus, future studies should consider adopting mixed-methods or qualitative approaches to provide a more in-depth and nuanced understanding of the phenomenon. By addressing these limitations, future research can build upon this study's findings and provide a more comprehensive understanding of academic resilience.

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