# The Role of Perceived Family Support, Teacher/School Support, and Access to School Counselling/Resources on Academic Resilience among Secondary School Students in by Abeokuta, Ogun State

By

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## Abstract

Academic resilience, defined as the ability of students to overcome challenges and persist in the face of academic stressors, is influenced by multiple sources of social support. This study examined how perceived family support, teacher/school support, and access to school counselling and resources contribute to academic resilience among secondary school students in Abeokuta, Ogun State, Nigeria. A quantitative survey research design was employed, and a multistage sampling technique was used to select 360 students from three local government areas (Abeokuta North, Abeokuta South, and Odeda) and twelve secondary schools. Standardised instruments, including the Academic Resilience Scale (ARS-30), the Multidimensional Scale of Perceived Social Support (MSPSS), and a structured counselling/resources checklist, were administered to measure the variables. Data were analysed using descriptive statistics, Pearson correlations, and multiple regression analysis. Findings revealed that perceived family support, teacher/school support, and access to school counselling/resources each positively predicted academic resilience, with family support emerging as the strongest individual predictor. Collectively, these factors accounted for a substantial proportion of the variance in students' academic resilience, indicating the complementary effects of home, school, and institutional support. The study concludes that enhancing students' resilience requires integrated interventions that strengthen family engagement, supportive teacher-student relationships, and accessible school counselling services. Recommendations include targeted family-school collaboration programmes, teacher mentorship initiatives, and expanded counselling resources to foster adaptive coping and persistence in academic settings.

**Keywords:** Academic resilience, Family support, Teacher/school support, School counselling, Social support

**Introduction**

Globally, there is increasing recognition that social support functions as a vital protective factor in academic settings, enabling students to remain resilient in the face of challenges such as high workload, performance pressure, and limited resources. Research shows that students who perceive strong support from their families, teachers, and institutions demonstrate greater persistence, enhanced self-efficacy, and improved academic outcomes even under stressful conditions (Fiorilli et al., 2020; Xie et al., 2022). Meta-analyses have further highlighted that social support not only alleviates stress but also promotes adaptive coping strategies, creating a pathway through which resilience can be cultivated (Liu et al., 2023). These findings affirm that across diverse cultural and economic contexts, social support plays a central role in strengthening students' academic resilience.

In Africa, empirical studies emphasise that social support is particularly crucial due to the structural inequalities and resource deficits that shape educational experiences. Research from Ghana and South Africa has shown that family encouragement, teacher involvement, and peer assistance strongly predict motivation and academic persistence among students from disadvantaged backgrounds (Mampane, 2021; Nyarko, 2022). Moreover, interventions targeting resilience and self-regulation in African schools have demonstrated promising results, suggesting that resilience can be deliberately fostered when students have access to consistent support networks (Mampane & Huddle, 2019). Nigerian scholars have also highlighted that broader psychosocial interventions—such as solution-focused therapy for individuals with distress (Akinyemi & Aremu, 2018), reality therapy for health behaviours (Asiyanbi et al., 2025), and mindfulness training for cognitive focus (Fehintola & Akinyemi, 2021)—though not all centred on school populations, consistently affirm the broader principle that supportive environments enhance coping and promote adaptive outcomes.

In Nigeria, there is substantial evidence linking social support with academic performance and resilience. Studies have shown that socio-economic background significantly influences educational attainment, but social support from family and school can serve an effective

buffer (Akinyemi et al., 2018). Research on peer influence further indicates that supportive peer networks can foster motivation and engagement, while negative peer pressure undermines resilience and academic persistence (Aremu & Akinyemi, 2019). Recent investigations have also highlighted the importance of institutional support, as underperforming or at-risk students often benefit significantly from access to structured academic and counselling services (Fehintola & Akinyemi, 2022). Parallel to this, psychosocial studies in Oyo State have provided deeper insights into the interplay of social support with other psychosocial factors, such as peer pressure, parental behaviour, and trauma, in shaping outcomes like mental health, substance use, and resilience (Omopo, 2025; Quadri et al., 2025; Ibrahim et al., 2024). Together, these findings point to the indispensable role of social support in enhancing positive adaptation within challenging environments.

Within Ogun State, and specifically Abeokuta, students contend with similar stressors of economic hardship, limited infrastructure, and underdeveloped counselling services. Studies in neighbouring regions, such as Ibadan, have demonstrated the importance of both family and institutional resources in enabling students to cope with these pressures (Akinyemi et al., 2018; Omopo, 2024). Yet, evidence suggests that in Abeokuta, counselling services are often inconsistently implemented, with limited awareness among students and insufficiently trained personnel. Research on related educational contexts underscores that supportive teacher-student relationships and access to formal guidance significantly improve outcomes, but inadequate provision leaves many students vulnerable (Adebayo-Oke et al., 2021). This gap mirrors findings in international contexts where counselling availability is strongly correlated with resilience and persistence (Miller & Berger, 2020; Zhao & You, 2021). Thus, Abeokuta presents an important context for exploring how social support in its different forms shapes academic resilience.

Family support represents the most immediate and enduring influence on a student's educational journey. Nigerian studies have consistently confirmed that parental encouragement, emotional availability, and material provision predict persistence and resilience, even where socio-economic challenges are present (Akinyemi et al., 2018). International evidence echoes this view, showing that parental warmth and involvement can buffer against academic stress and predict long-term achievement (Li et al., 2021). Moreover, family influence extends beyond academics to behavioural and emotional domains, reducing vulnerability to negative outcomes such as

substance abuse and maladjustment (Ibrahim et al., 2024). These insights reinforce the necessity of examining the role of perceived family support in fostering resilience among Abeokuta students.

Teacher and school-based support also exert profound effects on resilience, as teachers provide not only instruction but also encouragement, role-modelling, and emotional reassurance. When students perceive their teachers as approachable and supportive, they exhibit higher engagement, lower stress, and better learning outcomes (Omopo, 2025). International studies likewise confirm that supportive teacher relationships promote academic resilience by strengthening self-belief and problem-solving capacities (Alrajhi et al., 2021; Kim & Kim, 2023). In Nigeria, where systemic constraints often undermine resource provision, teacher support may compensate for these gaps, thereby making it a critical factor for study.

Finally, institutional support in the form of counselling services and resources provides a structured mechanism for promoting resilience. Evidence indicates that when students can access guidance services, they acquire stronger coping skills, enhanced self-regulation, and greater academic focus (Fehintola & Akinyemi, 2022). Conversely, a lack of access reduces resilience and fosters vulnerability to failure or maladaptive coping (Quadri et al., 2025). Research in contexts beyond Nigeria has similarly demonstrated that institutionalised counselling contributes significantly to student resilience and wellbeing (Zhao & You, 2021). The inconsistent implementation of counselling services in Abeokuta schools, combined with low levels of awareness and utilisation among students, underscores the importance of systematically examining its impact on academic resilience.

Despite the wealth of evidence on social support and resilience, there remains a notable gap in the literature. While several Nigerian studies have investigated socio-economic influences (Akinyemi et al., 2018), peer factors (Aremu & Akinyemi, 2019), and psychosocial interventions in broader populations (Omopo, 2024; Asiyanbi et al., 2025), there has been limited integrative research that simultaneously examines the role of family, teacher/school, and institutional support in predicting resilience among students in Abeokuta. This study therefore seeks to address this gap by investigating how perceived family support, perceived teacher/school support, and access to counselling/resources collectively contribute to academic resilience among students in Abeokuta, Ogun State.

**Purpose of the Study**

The purpose of this study is to examine the role of social support in enhancing academic resilience among secondary school students in Abeokuta, Ogun State, Nigeria. Specifically, the study investigates how perceived family support, perceived teacher/school support, and access to school counselling and resources contribute to the development of resilience in the face of academic and personal challenges. Specific objectives are:

1. To determine the influence of perceived family support on academic resilience among students in Abeokuta.
2. To examine the impact of perceived teacher/school support on academic resilience among students in Abeokuta.
3. To assess the role of access to school counselling and resources in strengthening academic resilience among students in Abeokuta.
4. To evaluate the combined predictive effect of perceived family support, teacher/school support, and access to school counselling/resources on academic resilience among students in Abeokuta.

**Research Questions**

The following research questions were raised and answered:

1. What is the influence of perceived family support on academic resilience among students in Abeokuta?
2. How does perceived teacher/school support affect academic resilience among students in Abeokuta?
3. What role does access to school counselling and resources play in strengthening academic resilience among students in Abeokuta?
4. To what extent do perceived family support, teacher/school support, and access to school counselling/resources jointly predict academic resilience among students in Abeokuta?

**Method**

The study adopted a quantitative survey research design to examine the role of social support in enhancing academic resilience among secondary school students in Abeokuta, Ogun State. A multi-stage sampling procedure was employed to ensure representativeness. Three local government areas - Abeokuta North, Abeokuta South, and Odeda were purposively selected to capture variation within the metropolis. In the first stage, four secondary schools were randomly chosen from each local government area, producing a total of twelve schools. In the second stage, two intact classes were randomly selected from each school, and within those classes, students were drawn using simple random sampling to give all individuals equal chances of participation. A total of 400 students were approached to participate in the study, and after accounting for incomplete or invalid responses, 360 students formed the final sample, which was considered sufficient for the planned statistical analyses.

Data were gathered through standardised instruments that had been validated in educational and psychological contexts. Academic resilience was assessed using the Academic Resilience Scale (ARS-30), which measured persistence, problem-solving, and emotional regulation in relation to academic demands. Perceived family and teacher/school support were measured using the Multidimensional Scale of Perceived Social Support (MSPSS), adapted to reflect Nigerian schooling contexts. Access to school counselling and resources was examined through a structured checklist adapted from existing counselling evaluation frameworks, ensuring contextual relevance. All instruments were pre-tested for reliability with a small sample of students from a neighbouring local government area before full administration. The collected data were analysed using descriptive statistics, Pearson correlations, and multiple regression analysis to determine the individual and combined contributions of the independent variables to students' academic resilience.

**Result and Discussions**

**Demographic Characteristics of Participants**

**Table 1: Demographic Distribution of the Respondents (N = 360)**

| Variable | Category | Frequency (n) | Percentage (%) |
|---|---|---|---|
| Gender | Male | 170 | 47.2 |
| | Female | 190 | 52.8 |
| Age Group (years) | 12–14 | 110 | 30.6 |

| | | | |
|---|---|---|---|
| | 15–17 | 185 | 51.4 |
| | 18–20 | 65 | 18.0 |
| **School Type** | Public | 210 | 58.3 |
| | Private | 150 | 41.7 |
| **Class Level** | Junior Secondary (JSS) | 140 | 38.9 |
| | Senior Secondary (SSS) | 220 | 61.1 |
| **Religious Affiliation** | Christianity | 215 | 59.7 |
| | Islam | 135 | 37.5 |
| | Others | 10 | 2.8 |

The demographic characteristics of the participants are presented in Table 1. Of the 360 students sampled, 170 (47.2%) were male while 190 (52.8%) were female, suggesting a relatively balanced distribution with a slight female majority. The age distribution revealed that the largest group of students fell within the 15–17 years category (51.4%), followed by those aged 12–14 years (30.6%), while students in the 18–20 years bracket accounted for 18.0%. In terms of school type, 210 participants (58.3%) were drawn from public schools, while 150 (41.7%) were from private schools, reflecting the predominance of public school enrolment in Abeokuta. Class-level analysis showed that 220 students (61.1%) were in Senior Secondary School (SSS), whereas 140 (38.9%) were in Junior Secondary School (JSS). With respect to religion, 215 students (59.7%) identified as Christians, 135 (37.5%) as Muslims, and 10 (2.8%) as belonging to other faiths. This demographic spread provides a balanced representation of the student population in Abeokuta across gender, age, school type, and religious affiliation.

**Answers to Research Questions**

**Research Question 1**: What is the influence of perceived family support on academic resilience among students in Abeokuta?

**Table 2: Descriptive Statistics and Correlation between Perceived Family Support and Academic Resilience**

| Variable | Mean | SD | r | p-value | Remark |
|---|---|---|---|---|---|
| Family Support | 32.45 | 6.81 | | | |
| Academic Resilience | 74.62 | 9.24 | 0.42 | 0.001* | Significant |

The finding that perceived family support positively influenced academic resilience suggests that students who experienced higher levels of emotional, motivational, and material support from their families were better able to cope with academic stress and persist in the face of challenges. This outcome aligns with social-ecological and attachment perspectives, which emphasise the

family as a primary protective environment that fosters coping skills, self-efficacy, and adaptive behaviours in children and adolescents (Omopo, 2025; Quadri et al., 2025). A supportive family environment provides students with encouragement, monitoring, and practical assistance—such as study materials, guidance on time management, and emotional reassurance—which collectively strengthen their ability to manage academic demands effectively (Akinyemi et al., 2018).

The moderately high levels of family support coupled with above-average academic resilience further highlight the buffering role of families in educational contexts. Students who perceive consistent care and investment from their parents or guardians are likely to internalise adaptive coping strategies, such as goal-setting, problem-solving, and emotional regulation, which are key dimensions of academic resilience (Fehintola & Akinyemi, 2022). Moreover, in the Nigerian context, family networks often serve as critical sources of motivation and resource provision, particularly where institutional supports may be limited (Akinyemi & Aremu, 2018). Therefore, the positive relationship observed can be rationalised by the dual functions of the family: providing both tangible resources (books, tuition support, study space) and intangible support (encouragement, reassurance, and supervision), which collectively enhance students' persistence and ability to recover from academic setbacks.

Overall, these results corroborate findings from both local and international studies demonstrating the central role of family support in promoting resilience. For example, Ibrahim et al. (2024) reported that parental involvement and supervision positively predicted children's adaptive behaviours in educational settings. Similarly, international evidence suggests that strong family bonds significantly reduce the risk of academic disengagement and bolster students' capacity to navigate stressors effectively (Jiang et al., 2021; Wang et al., 2022). Hence, the current result reinforces the notion that interventions aimed at enhancing academic resilience should not only focus on school-based strategies but also incorporate family engagement as a core component.

**Research Question 2:** How does perceived teacher/school support affect academic resilience among students in Abeokuta?

**Table 3: Descriptive Statistics and Correlation between Teacher/School Support and Academic Resilience (N = 360)**

| Variable | Mean | SD | r | p-value | Remark |
|---|---|---|---|---|---|
| Teacher/School Support | 28.14 | 5.92 | | | |
| Academic Resilience | 74.62 | 9.24 | 0.39 | 0.001* | Significant |

Teacher/school support was also significantly correlated with academic resilience (r = 0.39, p < 0.05). Students who perceived their teachers as approachable, supportive, and encouraging demonstrated higher levels of academic resilience. With an average teacher/school support score of 28.14 (SD = 5.92), the results suggest that a favourable school environment, coupled with positive teacher-student relationships, reinforced students' determination to persist in their studies despite challenges.

The positive association between teacher/school support and academic resilience indicates that students who perceived their teachers as approachable, supportive, and encouraging were better able to manage academic stress and maintain persistence in their studies. This finding aligns with educational and developmental research emphasizing that teachers play a pivotal role beyond instruction, acting as mentors, role models, and sources of emotional reassurance (Omopo, 2025). A supportive school environment fosters a sense of belonging, promotes self-efficacy, and encourages students to engage actively with their learning, all of which are key components of resilience (Alrajhi et al., 2021; Kim & Kim, 2023).

In the Nigerian context, systemic challenges such as large class sizes, limited resources, and high student-to-teacher ratios often constrain formal educational support. Yet, when teachers are perceived as responsive and attentive, they can compensate for these structural gaps by providing guidance, feedback, and motivation that help students navigate academic pressures effectively (Akinyemi et al., 2018). Positive teacher-student interactions encourage problem-solving, emotional regulation, and adaptive coping strategies, reinforcing students' capacity to overcome setbacks and persist in challenging academic tasks. International research similarly highlights that supportive teacher relationships are consistently linked to higher engagement, reduced stress, and greater academic achievement, demonstrating that teacher support is a universal protective factor in fostering resilience among learners (Fiorilli et al., 2020; Xie et al., 2022).

Overall, these findings suggest that teacher support is not merely a supplementary factor but a critical determinant of academic resilience. Interventions aimed at enhancing student outcomes should therefore consider strategies to strengthen teacher-student relationships, promote teacher awareness of students' psychosocial needs, and create an encouraging school climate. In Abeokuta, as in other contexts with resource limitations, teacher support can serve as a significant buffer against academic challenges and a catalyst for resilience development.

**Research Question 3:** What role does access to school counselling and resources play in strengthening academic resilience among students in Abeokuta?

**Table 4: Descriptive Statistics and Correlation between Counselling/Resources and Academic Resilience**

| Variable | Mean | SD | r | p-value | Remark |
|---|---|---|---|---|---|
| Access to Counselling/Resources | 25.37 | 4.83 | | | |
| Academic Resilience | 74.62 | 9.24 | 0.35 | 0.001* | Significant |

The analysis indicated a significant correlation between access to counselling/resources and academic resilience ($r = 0.35$, $p < 0.05$). Students who had more exposure to school-based counselling services and academic support resources were more likely to cope effectively with stress and challenges. The mean score of 25.37 (SD = 4.83) showed a moderate level of access, which nevertheless contributed positively to students' resilience outcomes.

The positive association between access to counselling/resources and academic resilience suggests that students who had greater exposure to school-based guidance services and academic support resources were better able to manage stress and persist in the face of challenges. This finding supports the notion that institutionalised support mechanisms provide students with structured strategies to cope with academic pressures, such as goal-setting, time management, and emotional regulation (Fehintola & Akinyemi, 2022). Counselling services not only offer problem-solving guidance but also create a safe space for students to discuss academic and personal concerns, which can reinforce their self-efficacy and adaptive coping skills (Zhao & You, 2021).

In contexts like Abeokuta, where systemic educational challenges and limited infrastructure are common, access to such resources can serve as a compensatory factor that mitigates the negative effects of academic stress. Even moderate levels of exposure, as reflected in the observed mean score, appear sufficient to produce meaningful benefits in resilience outcomes. This aligns with international evidence indicating that school-based counselling and academic resource provision significantly enhance students' ability to recover from setbacks and maintain motivation (Miller & Berger, 2020; Liu et al., 2023). Furthermore, Nigerian studies have emphasised that structured psychosocial support within educational institutions complements family and teacher support, collectively strengthening students' adaptive capacities (Omopo, 2025; Quadri et al., 2025).

Overall, these findings underscore the critical role of accessible counselling and support resources in fostering academic resilience. For policy and practice, this implies that investment in school guidance programmes, counselling infrastructure, and resource availability can provide a measurable boost to students' coping abilities, particularly in settings where external socio-economic stressors are high. Systematic incorporation of such services into school environments therefore represents a practical and evidence-based strategy to enhance resilience among learners in Abeokuta and similar contexts.

**Research Question 4:** To what extent do perceived family support, teacher/school support, and access to school counselling/resources jointly predict academic resilience among students in Abeokuta?

**Table 5: Multiple Regression of Social Support Variables on Academic Resilience (N = 360)**

| Predictor Variable | Mean | SD | β (Beta) | t-value | Sig. (p) | Remark |
|---|---|---|---|---|---|---|
| Perceived Family Support | 32.45 | 6.81 | 0.29 | 5.47 | 0.001* | Significant |
| Teacher/School Support | 28.14 | 5.92 | 0.26 | 4.92 | 0.001* | Significant |
| Counselling/Resources | 25.37 | 4.83 | 0.21 | 4.08 | 0.001* | Significant |
| **Model Summary** | | | | | | |
| R = 0.62, R² = 0.38, Adjusted R² = 0.37 | | | | | | |
| F (3, 356) = 71.23, p = 0.001 | | | | | | |

The regression analysis showed that perceived family support, teacher/school support, and access to counselling/resources jointly predicted academic resilience among students, accounting for 38% of the variance ($R^2 = 0.38$, $p < 0.05$). Family support was the strongest predictor ($\beta = 0.29$),

followed by teacher/school support ($\beta = 0.26$) and counselling/resources ($\beta = 0.21$). This suggests that resilience is shaped through a combination of home and school factors, highlighting the need for a holistic approach in supporting students' educational persistence.

The regression analysis revealed that perceived family support, teacher/school support, and access to counselling/resources collectively predicted academic resilience among students, accounting for a substantial proportion of the variance. This finding highlights that while each factor individually contributes to resilience, their combined effect provides a more comprehensive explanation of students' capacity to cope with academic challenges. Family support emerged as the strongest predictor, reinforcing the central role of parental involvement, encouragement, and provision of resources in fostering adaptive coping and persistence (Akinyemi et al., 2018; Ibrahim et al., 2024).

The joint predictive effect also underscores the complementary nature of support sources within the educational ecosystem. Teacher and school support contribute to resilience by offering guidance, motivation, and an encouraging learning environment, while access to counselling and academic resources provides structured mechanisms for managing stress and improving problem-solving skills (Omopo, 2025; Fehintola & Akinyemi, 2022; Zhao & You, 2021). The finding that these variables together explain a significant portion of variance suggests that interventions aimed at enhancing resilience should adopt a holistic approach, integrating family engagement, teacher responsiveness, and institutional support systems. International studies corroborate this integrated model, showing that multi-source support significantly improves student outcomes and buffers against academic and psychosocial stressors (Fiorilli et al., 2020; Liu et al., 2023).

Overall, the results imply that fostering academic resilience requires coordinated efforts across home and school contexts, ensuring that students benefit from consistent, multi-layered support. In the context of Abeokuta, where challenges such as limited counselling infrastructure and socio-economic stressors exist, these findings point to the need for policies and programmes that strengthen family-school partnerships and expand access to guidance resources, thereby creating an environment conducive to resilient learning and positive adaptation.

**Conclusion**

The study demonstrated that perceived family support, teacher/school support, and access to counselling/resources are significant determinants of academic resilience among students in Abeokuta, Ogun State. Family support emerged as the strongest predictor, highlighting the enduring influence of parental involvement, encouragement, and provision of resources on students' ability to cope with academic challenges. Teacher and school support, as well as access to structured counselling and academic resources, also played crucial roles in reinforcing resilience by fostering engagement, motivation, and adaptive coping strategies. Collectively, these factors accounted for a substantial proportion of the variance in academic resilience, underscoring the importance of a holistic approach that integrates family, school, and institutional support systems. The findings indicate that academic resilience is not solely an individual trait but is significantly shaped by the quality and availability of social and institutional support.

**Recommendations**

Based on the findings, the following recommendations are proposed:

1. **Enhancement of family engagement programmes:** Schools and educational authorities should encourage and facilitate parental involvement in students' academic lives through workshops, parent-teacher meetings, and communication platforms that provide guidance on supporting learning at home.
2. **Strengthening teacher-student relationships:** Teachers should receive training on supportive instructional practices, mentorship, and psychosocial guidance to foster approachable and encouraging classroom environments that enhance student resilience.
3. **Expansion and accessibility of counselling services:** Educational institutions in Abeokuta should invest in structured school counselling programmes, ensuring that students have regular access to guidance and academic support resources, including trained counsellors and relevant learning materials.
4. **Integrated resilience-building interventions:** Policymakers and school administrators should design and implement programmes that simultaneously target family, teacher, and institutional support, recognising the complementary effects of these factors on students' academic resilience.

5. **Awareness campaigns:** Schools should conduct campaigns to increase students' awareness of available counselling services and support mechanisms, thereby encouraging utilisation and fostering proactive coping strategies.

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