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Interweaving perceived instructors' emotional support and students' academic resilience in the physical education context through the lens of mindset and attachment theories

Entrelazando el apoyo emocional percibido de los instructores y la resiliencia académica de los estudiantes en el contexto de la educación física a través de la perspectiva de las teorías de la mentalidad y el apego

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Abstract

This study investigated the influence of perceived instructor emotional support on academic resilience among 363 first- and second-year university students enrolled in Physical Education (PE) courses at a State University in the Philippines. Using the Teacher Emotional Support (TES) Scale and Academic Resilience Scale (ARS-30), the research focused on three components of emotional support: Positive Climate (PC), Instructor's Sensitivity (IS), and Regard for Adult Perspective (RAP). The findings revealed a significant relationship between TES and ARS, with IS and RAP influencing students' ability to persevere through challenges. However, PC did not show a statistically significant influence on resilience. Regression analyses indicated that IS fostered resilience by addressing students' emotional needs, while RAP enhanced autonomy and engagement by valuing students' perspectives. These results underscored the importance of emotional support from PE instructors in creating inclusive environments that fostered student resilience. The study contributed to a growing body of literature emphasizing the critical role of university instructors in shaping students' academic success and well-being. Practical recommendations included the need for professional development programs to equip PE instructors with strategies to provide adequate emotional support. Despite the limitations of a single institution sample, this research offered valuable insights into fostering resilience in higher education, particularly in contexts where academic and emotional challenges intersected. Future research was recommended to explore diverse educational settings to validate these findings and examine additional factors, such as socioeconomic status, that might have mediated these relationships.

Keywords: emotional well-being, pedagogical strategies, instructor influence, higher education dynamics.

Resumen

Este estudio investigó la influencia del apoyo emocional percibido por el instructor en la resiliencia académica entre 363 estudiantes universitarios de primer y segundo año matriculados en cursos de Educación Física (EF) en una Universidad Estatal de Filipinas. Utilizando la Escala de Apoyo Emocional del Profesor (TES) y la Escala de Resiliencia Académica (ARS-30), la investigación se centró en tres componentes del apoyo emocional: Clima Positivo (CP), Sensibilidad del Profesor (IS) y Respeto por la Perspectiva de los Adultos (RAP). Los hallazgos revelaron una relación significativa entre TES y ARS, con IS y RAP influyendo en la capacidad de los estudiantes para perseverar a través de los desafíos. Sin embargo, PC no mostró una influencia estadísticamente significativa en la resiliencia. Los análisis de regresión indicaron que IS promovía la resiliencia al abordar las necesidades emocionales de los estudiantes, mientras que RAP mejoraba la autonomía y el compromiso al valorar las perspectivas de los estudiantes. Estos resultados subrayaron la importancia del apoyo emocional de los instructores de EF para crear entornos inclusivos que fomentaran la resiliencia de los estudiantes. El estudio contribuyó a un creciente cuerpo de literatura que enfatiza el papel fundamental de los instructores universitarios en la configuración del éxito académico y el bienestar de los estudiantes. Entre las recomendaciones prácticas se

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incluyó la necesidad de contar con programas de desarrollo profesional que proporcionen a los instructores de educación física estrategias para brindar un apoyo emocional adecuado. A pesar de las limitaciones de una muestra de una sola institución, esta investigación ofreció información valiosa para fomentar la resiliencia en la educación superior, en particular en contextos en los que se entrecruzan los desafíos académicos y emocionales. Se recomendó que futuras investigaciones exploren diversos entornos educativos para validar estos hallazgos y examinar factores adicionales, como el nivel socioeconómico, que podrían haber mediado estas relaciones.

Palabras clave: bienestar emocional, estrategias pedagógicas, influencia del docente, dinámica de la educación superior.

Introduction

Due to its association with academic achievement and adaptability, the idea of “resilience” has been extensively investigated in recent years, particularly in the academic arena (Dwiastuti et al., 2022). Indeed, those students who are resilient enough to overcome obstacles are the ones who will succeed in the most difficult learning environments (Skedsmo & Huber, 2023). Furthermore, students who are able to draw on their own personal resources to keep them going when things get tough are much more invested in their studies than their peers who do not have this capacity for perseverance (Skedsmo & Huber, 2023). This is because students who have acquired academic resilience are able to stay going when things get challenging. Despite the abundance of evidence, it is worthwhile to fortify the significance of the contextual personal resource by centering on emotional forms of support, such as the emotional support that instructors provide to their students and how it influences resiliency. According to the Theory of Self-Determination, a student's sense of rapport with their instructor is a reflection of their perception of the instructor's emotional support (Lobo, 2023b). The instructor is enthusiastic and supportive, responding to the student's requirements with care and compassion. However, the vast bulk of scholarly works on this investigation's issue focus on K-12 classrooms. There is unquestionably a lack of empirical publications that investigate how instructors' emotional support affects students' academic resilience in the context of higher education, especially in Philippine context. Because of this, it is advised that a similar probe be executed. The paucity of

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research on the topic prompted the current investigation investigating the effects of PE instructors' emotional support on their students' ability to thrive in the classroom.

Perceived instructor emotional support and academic resiliency

College students devote a considerable amount of their time to classroom activities, where they are subjected to a wide range of academic demands and social expectations. As was previously stated, the emotional support supplied by instructors has a huge effect on students, especially when taking into account the emotional toll of excessive educational demands (Lobo, 2023a). University instructors who care about their students on an emotional level can better foster an inclusive classroom that values students' diverse backgrounds and promote student collaboration. There are three dimensions of Instructor/Teacher Emotional Support according to Yang et al. (2022): Positive Climate (PC), Instructor's Sensitivity (IS), and Regard to Adult Perspective (RAP). *Positive climate* is a construct that is defined in which more opportunities for academic achievement and personal growth are afforded to students by instructors who make an effort to cultivate a supportive environment in the classroom (Yang et al., 2022). Meanwhile, when an instructor demonstrates *instructor's sensitivity*, they keep a vigilant lookout for indications that one or more of their students might benefit from receiving additional assistance (Yang et al., 2022). Last but not least, *regard to adult perspective* can be characterized as the degree to which educators place a focus on views pertaining to flexibility, applicability to real-world experiences, independence, leadership, and constructive interactions with peers (Yang et al., 2022). These aspects frequently have a significant role in elevating students' levels of interest and excitement towards their academic work.

The concept of *resilience* has been intellectualized to indicate the capacity to endure challenging circumstances and to bounce back from such experiences. Similarly, *academic resilience* refers to a learner's capacity to overcome obstacles that are both severe and long-lasting enough to considerably impair their academic progress (Abood & Hmaid, 2023). Researchers have come up with a few different definitions of academic resiliency, but they all center on the idea that people from high-risk backgrounds can learn to adapt to and thrive in challenging situations (Lubis et al.,

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2023). Academic resilience has been characterized similarly by other experts as the capacity to overcome obstacles encountered in an educational setting and go on to achieve exceptional results (Lohner & Aprea, 2021). Despite this, students who have struggled greatly in school often prove to be the most resilient learners. Highly resilient students take an active role in the process. This trait has been shown to significantly predict positive outcomes such as high motivation and academic achievement, low attrition intentions, and high levels of life satisfaction.

University instructors that provide adults with positive emotional support have a higher effect on their student's capacity to adjust to school and perform academically. In addition, studies have indicated that students who are more academically robust and who receive a high level of emotional support from their university instructors are more likely to connect positively with a positive learning environment (Cassidy, 2015). Lastly, students who are academically resilient have a better chance of experiencing beneficial long-term impacts as a direct result of the emotional support that is provided to them by their instructors (Rodríguez-Fernández et al., 2018).

Connected for success: How Attachment theory illuminates instructor emotional support

Attachment Theory, initially developed by John Bowlby in the 1940s and expanded by Mary Ainsworth (Bretherton, 1992), provides a framework for understanding how early relationships with caregivers shape emotional and social development. This theory influences individuals throughout their lives, affecting their behaviors and relationships. For college students, attachment theory is applied to explore how students' attachment styles affect their academic experiences and interactions within the learning environment (Kurland & Siegel, 2020). College students with secure attachment styles often show greater academic motivation, better stress management, and more positive relationships with peers and instructors (Schneider & Schneider, 2024). Conversely, students with insecure attachment styles may struggle with anxiety, low self-esteem, and difficulties in forming effective academic relationships (Kurland & Siegel, 2013). Research works demonstrate that students who experience a supportive and emotionally secure environment tend to show improved

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academic performance and greater engagement in their studies (Wang et al., 2024). Furthermore, recent studies show that college students with secure attachments are more likely to seek help and use academic resources effectively, enhancing overall academic success (Qayyum, 2018). This theory is crucial for understanding how perceived instructor's emotional support impacts college students, as it emphasizes how students' attachment styles influence their response to support. This, in turn, affects their academic resilience. Adequate emotional support from instructors can enhance academic motivation and resilience, particularly for students with insecure attachment styles. These students may require additional encouragement to overcome challenges and persist through difficulties.

From challenge to triumph: Understanding academic resilience through Mindset theory

Developed by Dweck and Leggett (1988), this theory argues that individuals who believe their abilities can be developed through effort, learning, and persistence. As a result, they are more likely to overcome challenges and achieve success (Dweck & Leggett, 1988). According to Dweck and Leggett (1988), there are two types of mindsets: growth and fixed mindset. Growth mindset is where individuals believe their abilities can improve with effort. Meanwhile, fixed mindset, where they believe their abilities are static and unchangeable. In the educational context, growth mindset is applied to help students view academic difficulties as opportunities for growth rather than reflections of their inherent capabilities (Bui et al., 2023). Teachers foster a growth mindset by encouraging students to focus on effort and strategies, providing feedback emphasizing progress, and learning from mistakes (Laine & Tirri, 2023). Recent scholarly works found that students with a growth mindset exhibited more resilience and higher academic achievement (Kaya et al., 2024). Furthermore, recent studies have highlighted that growth mindset interventions enhanced students' emotional well-being by reducing anxiety related to failure and academic pressure (Meyer & Stutts, 2024). Growth mindset plays a crucial role in academic resilience by helping students perceive challenges as surmountable and encouraging them to persist through adversity. This

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resilience allows students to recover from setbacks and continue striving toward their academic goals, thereby improving their overall success.

Aims and hypotheses formulation

This present investigation is aimed on exploring the relationship between perceived instructor emotional support and academic resiliency of students in a State University in the Philippines within the context of Physical Education classes. Thus, the following hypotheses will be tested for this investigation:

H₁: Perceived Teacher Emotional Support has a positive and significant relationship with Academic Resilience;

H_{1a}: Positive Climate has a positive and significant relationship with Academic Resilience;

H_{1b}: Instructor's Sensitivity has a positive and significant relationship with Academic Resilience; and

H_{1c}: Regard to Adult Perspective has a positive and significant relationship with Academic Resilience.

Methods

Participants and Sampling Technique

The selected respondents for the study were first-year and second-year college students enrolled in various minor Physical Education courses during the 1st Semester of the Academic Year 2023-2024 at a State University in the Philippines. These courses are only offered during the students' first and second years, making this group the target population. *Purposeful sampling* was employed, and respondents were selected from existing enrollment rosters without bias. This ensured that the sample accurately represented the actual student population in these courses during the data collection period. Furthermore, it is a method of participant selection that does not rely on statistical probability but rather on the researchers' subjective assessment of which volunteers will provide the most insightful data. Therefore, a selection criterion was established to guarantee the greatest quality responses:

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1. Enrolled in any minor Physical Education courses during the 1st semester, A.Y. 2023-2024.
2. Either male or female.

Overall, 363 students voluntarily participated in the study. Of these, 62.3% (n = 226) were male and 37.7% (n = 137) were female, reflecting the higher enrollment of male students in the targeted Physical Education courses. This distribution aligns with the actual demographics of enrolled students during the data collection period, as no additional criteria were imposed to influence participation.

Table 1. Demographic characteristics of the respondents

Variables	Items	n (%)
Sex	Male	226(62.3%)
	Female	137(37.7%)

Instruments

This present study obtained data by utilizing online survey questionnaires through Google Forms. With the help of the internet, large amounts of data may be collected with little outlay of time, money, or resources. In this regard, two distinct questionnaires have been adopted: First, the Teacher Emotional Support Scale by Romano et al. (2020) was utilized. It is a 15-item scale that measures students' perceived teacher's emotional support based on three distinct characteristics: positive climate, instructor's sensitivity, and regard to adult perspective. In this particular scale, the word "teacher" was changed to "instructor" to tailor-fit the scale to the higher education context. Survey respondents' answers are encoded on a 5-point Likert Scale from 1- "Not at all true" to 5- "Very true." Lastly, the Academic Resilience Scale-30 or ARS-30 by Cassidy (2016) was also used for this present investigation. It is a 30-item scale that measures specific cognitive, affective, and behavioral reactions to educational challenges. The responses are also recorded on a 5-point Likert Scale from 1- "Unlikely" to 5- "Likely."

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Statistical Analysis

A test of normality, reliability test, and bivariate correlation was performed as presented in Table 2. Based on the findings, the skewness and kurtosis values of all the scales obtained the threshold value [2, -2] (ARS: *Skew* = .575, *Kurt* = 1.867; PC: *Skew* = -1.029, *Kurt* = .171; IS: *Skew* = -.629, *Kurt* = -.343; RAP: *Skew* = -.913, *Kurt* = -.058). Therefore, it can be postulated that the data are normally distributed. Furthermore, a test of reliability was performed; based on the table, all scales are highly reliable with Cronbach's Alpha value ranging from $\alpha = .72$ to .86. Lastly, the results of the bivariate correlation illustrated that all scales are highly interrelated ($p < .01$).

Table 2. Normality and reliability test, and bivariate correlation analysis ARS-30 and TES

Variables	<i>M</i> ± <i>SD</i>	<i>Skewness</i>	<i>Kurtosis</i>	1	2	3	4
ARS	3.61 ± .36	.575	1.867	(.80)			
PC	4.52 ± .57	-1.029	.171	.35**	(.72)		
IS	4.25 ± .60	-.629	-.343	.41**	.63**	(.77)	
RAP	4.39 ± .68	-.913	-.058	.40**	.62**	.73**	(.86)

Note:

* Statistically significant at $p < .05$.

** Statistically significant at $p < .01$.

Legend: ARS- Academic Resilience, PC- Positive Climate, IS- Instructor's Sensitivity, RAP- Regard to Adult Perspective

Lastly, *Multiple Regression* analysis was used to determine the direct relationship of Instructor's Emotional Support to students' academic resilience. Multiple predictors can be used to produce predictions about a single target variable in this modelling technique. In this particular investigation, the three distinct characteristics of Teacher's Emotional Support are regressed to overall students' academic resilience.

Ethical Statement

Highest Ethical considerations were strictly followed in the conduct of the study. The data gathering was conducted through online survey using Google Forms. In the Google Forms, the purpose of the study, inclusion criteria, instruments to be used, and the components/variables which will only be measured in the entire conduct of the study are presented. Additionally, the researchers provided the benefits of the study to the

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institution, community, and its contribution to scientific knowledge. The online survey underlined that participating in the study is voluntary, and respondents can choose to withdraw at any moment. The respondents were similarly advised of the potential minor hazards associated with their involvement in the research, including the experience of unease when responding to personal and/or sensitive survey inquiries. In addition, respondents were informed that there is no monetary compensation associated with providing information for the study. The respondents were additionally informed regarding the information that would be gathered via Google Forms and transferred to an Excel file for evaluation. The protected password for this data was disclosed, with only the researchers granted personal access to it. Additionally, they were informed that the aforementioned data would be stored on a USB drive for a duration of three (3) months, after which it would be irrevocably removed from the system. Additionally, respondents were notified that the data that were obtained would no longer be used in any subsequent or secondary research. Withdrawal of respondents' participation in the study will not have any adverse effects on their relationships with the involved researchers or research organizations, nor will it affect their contributions to any future services or current programs. In order to maintain the anonymity and confidentiality of the respondents, their identities and names were withheld throughout the data collection, analysis, and reporting of the study's findings. Due to the aforementioned conditions, respondents were at any moment permitted to withdraw from the study or request a debriefing. All respondents' information were securely protected in accordance with the Data Privacy Act of 2012, also known as Republic Act 10173.

Results

Table 3 shows that Instructor Emotional Support (IES) significantly predicts Academic Resiliency (ARS) [$F(3, 359) = 29.414, p < .001$], explaining 19.7% of the variance ($R^2 = .197$). This suggests that students with stronger emotional support from instructors are more likely to persist in their studies, supporting hypothesis **H₁**. Furthermore, the coefficients analysis reveals that a PC does not significantly influence ARS ($\beta = .066, p = .111$), suggesting that a positive learning environment alone cannot enhance resilience, thus rejecting **H_{1a}**. However, IS directly and positively influences

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ARS ($\beta = .128, p = .004$), indicating that students are more likely to be resilient when instructors are attentive to their needs, such as recognizing distress and responding to help requests, supporting **H_{1b}**. Lastly, RAP positively influences ARS ($\beta = .098, p = .012$), showing that when instructors value students' input, foster supportive relationships, and involve them in decision-making, students are more likely to persevere academically, supporting **H_{1c}**. Overall, instructor emotional support—mainly through IS and RAP—significantly contributes to students' Academic Resilience. The findings of this study do not account for potential differences in how male and female students perceive and respond to instructor emotional support. The analysis was conducted on the overall sample without considering sex as a variable. Future research could explore whether the relationship between emotional support and academic resilience differs across sexes to provide more tailored insights.

Table 3. Multiple Regression results and Hypotheses testing

Hypothesis	Regression weights	Beta Coefficient	R^2	F	t -value	p -value	Decision
H_1	IES $\rightarrow$ ARS	2.35	.210	61.22	-	<.001	Accepted
H_{1a}	PC $\rightarrow$ ARS	.06	-	-	1.24	.22	Rejected
H_{1b}	IS $\rightarrow$ ARS	.24	-	-	4.74	<.001	Accepted
H_{1c}	RAP $\rightarrow$ ARS	.21	-	-	4.11	<.001	Accepted

Note: * $p < .05$.

Legend: IES- Instructor Emotional Support, PC- Positive Climate, IS- Instructor's Sensitivity, and RAP- Regards to Adult Perspective.

Discussion

The first hypothesis confirms a significant relationship between instructor emotional support and student academic resilience. Studies show that resilient students are more engaged, have better relationships with instructors, and experience higher life satisfaction while reporting lower mental health issues like anxiety and depression (Rodríguez-Fernández et al., 2018; Theron et al., 2022). They effectively use problem- and emotion-focused coping strategies to overcome challenges (Srivastava et al., 2023). Higher emotional support from instructors correlates with increased academic resilience, reinforcing the importance of this support in students' academic success (Mawdsley & Willis, 2023).

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Additionally, the study found that while a positive school climate is often linked to improved cognitive and emotional outcomes (Escalante Mateos et al., 2020), it does not significantly affect academic resilience in physical education students. This contrasts with other scholarly works that suggests positive school environments reduce stress and increase motivation (Farina, 2019; Ruiz-Narezo & Santibáñez Gruber, 2020). In this, students with lower resilience may perceive the school climate more negatively (Tamášová & Barnová, 2011), and perceptions of academic or racial climates can influence resilience (Mills, 2021). Thus, school climate alone may not strongly predict academic resilience, but individual perceptions and experiences play a crucial role.

Furthermore, the study found that instructor's sensitivity significantly influences academic resilience, with sensitive instructors offering extra support to students needing support. Students facing challenges may experience stress, leading to non-resilient behaviors if they do not seek help (Sartika & Nirbita, 2023). Seeking assistance helps improve performance and achieve learning goals, though some students avoid it due to fear of judgment (Adamson, 2022). High-quality instructor feedback is crucial, as it helps students self-reflect, close performance gaps, and develop self-efficacy (Bellhäuser et al., 2023). Instructors' proactive support, even beyond class hours, significantly boosts students' resilience (Karabıyık, 2020). In conclusion, instructors who provide consistent help and constructive feedback can foster greater academic resilience in students.

Lastly, the study highlights that regard for adult perspective, which includes instructor support for autonomy and peer interactions, significantly enhances academic resilience. Instructors encouraging autonomy help students develop resilience, motivation, and academic achievement by fostering independence and leadership (Patall & Zambrano, 2019). Additionally, peer relationships provide emotional and social support, further contributing to students' academic aspirations and resilience. Research shows that when students receive autonomy support and strong peer connections, they are better equipped to handle adversity and succeed academically (Salazar-Ayala et al., 2021).

Each dimension of perceived instructor emotional support—Positive Climate, Instructor's Sensitivity, and Regard for Adult Perspective—was analyzed to understand

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its specific influence on academic resilience. The results revealed that while Positive Climate did not significantly predict academic resilience, Instructor's Sensitivity and Regard for Adult Perspective had direct positive influences. These findings suggest that instructors' ability to respond sensitively to students' needs and to foster autonomy through valuing their perspectives are critical in enhancing resilience. On the one hand, although this study did not examine sex-related variables, future research could investigate whether male and female students differ in their perceptions of these dimensions and their influence on resilience. This could provide nuanced insights and inform sex-responsive approaches to delivering emotional support in Physical Education settings.

Cultivating growth: Applying Attachment and Mindset theories to enhance academic resilience in Physical Education for adult education

The study highlights a key link between attachment theory and the influence of instructor emotional support on academic resilience. For college students, the emotional support provided by instructors aligns with the concept of secure attachment, fostering a supportive environment that enhances students' academic resilience (Lawrence, 2023). Securely attached students are more likely to perceive instructor support as a source of reassurance and encouragement (Tormey, 2021). This aligns with recent studies showing that students who feel supported by instructors manage stress better, build positive relationships, and engage more academically (Schneider & Schneider, 2024).

Meanwhile, mindset theory emphasizes the role of students' beliefs about their abilities in shaping their academic resilience. The study's findings reveal that students who perceive high levels of instructor support are more likely to develop a growth mindset, viewing challenges as opportunities for growth rather than as insurmountable obstacles (Bui et al., 2023). This mindset encourages students to use adaptive coping strategies, seek help proactively, and make effective use of available resources (Qayyum, 2018; Wang et al., 2024). Additionally, the lack of impact from a favorable school climate on resilience may reflect a need for individual support that aligns with students' personal beliefs about their abilities. When instructors foster a growth-oriented

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environment, they help students develop resilience by reinforcing the belief that effort and perseverance lead to improvement (Salazar-Ayala et al., 2021; Okada, 2021).

The implications of these findings for adult education underscore the importance of integrating principles from attachment and mindset theory to enhance academic resilience. For adult learners balancing multiple responsibilities, a supportive environment based on secure attachment can significantly enhance engagement and perseverance. Instructors who offer emotional support and promote a growth mindset can help adult learners see challenges as growth opportunities, boosting their academic resilience. This approach not only aids in overcoming obstacles but also encourages proactive help-seeking and effective use of resources. Therefore, promoting a growth mindset helps adult learners adapt and persist, enhancing academic success and well-being. Combining these approaches creates supportive, responsive learning environments that improve educational outcomes.

Conclusion

This study analyzed a representative sample of undergraduates from different minor physical education classes at a State University in the Philippines, to determine the correlation between teacher emotional support and students' academic resilience. Overall, the data show that students benefit greatly from the emotional support provided by their physical education instructors, particularly those students who are struggling academically. The following findings may provide light on practical interventions used in the context of higher education, as most of the studies found are undertaken at the elementary and secondary level. In particular, fostering students' resilience is essential for boosting engagement and preventing maladjustment. Findings suggest that to better serve students who are less resilient, college faculty should collaborate with the Guidance Office. The positive effects of resilience-based interventions on students' well-being have been demonstrated in a number of studies in recent years.

The data also show that instructors' emotional support is an important factor in productive classroom interactions. That is why it is crucial for instructors to give the students sufficient of emotional support. Based on the results, administrators should provide comprehensive training on how to build and offer emotional support to students

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from the standpoint of professional development for instructors. These frontrunners of the university need to be better prepared to handle circumstances of this complexity in the classroom, thus policymakers and practitioners should take steps to increase their competence. Instructors' mental and physical well-being have been shown to have an effect on their students.

There are important limitations to this study that should be considered. Those involved are limited to students at a State University who are enrolled in a Physical Education course. The results of this study cannot, therefore, be generalized to the student bodies of other HEIs in the region, the country, or the world. To that end, it would be fascinating to see if similar data were collected from other universities, both public and private, to confirm or refute the assertions stated in this investigation by future scholars. The results of this inquiry suggest further investigation into the role of socioeconomic status (as a moderator or mediator) in these relationships. Furthermore, while the study provided valuable insights into the relationship between perceived instructor emotional support and academic resilience, it did not include sex-related variables in its scope. Future research is encouraged to investigate whether differences exist in how male and female students perceive emotional support and how this influences their academic resilience. Exploring these potential sex-based differences may provide a more nuanced understanding of the dynamics between instructor support and resilience in the context of Physical Education classes. Lastly, it is suggested that future research adopt a multi-informant technique to get input from instructors, as they may be able to provide greater depth of data on the emotional support they are providing to their students.

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