

**SELF-CONCEPT, PARENTAL SUPPORT AND ACADEMIC SATISFACTION
AMONGST STUDENTS IN SELECTED PUBLIC SECONDARY SCHOOLS IN
MUKONO MUNICIPALITY, MUKONO DISTRICT**

BY

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Declaration

I, Alex Mukisa Kabugo, declare that this dissertation is my original work and a result of my independent research under the guidance of my supervisors. It has never been submitted to any institution of higher learning in part, or otherwise, for any award or any academic qualification.

Signature:

Date:

Approval

This is to certify that this Dissertation, entitled Self-Concept, Parental Support, and Academic Satisfaction amongst Students in Selected Secondary Schools in Mukono Municipality, Mukono District, has been submitted in partial fulfillment of the requirements for the award of a master's degree in Counseling Psychology under the supervision and guidance of my supervisors and is ready for submission and examination to Kyambogo University.

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Dedication

I dedicate this work to my wife, Kayaga Rhoda, our children, Fortunate, Shalom, Blessed and Jairus, my directors and workmates, Mr. Kyagulanyi Ronald and Pastor Juliet Ssuubi, for the support, encouragement and prayer in my education since I started this struggle.

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Table of Contents

<i>Declaration</i>	i
<i>Approval</i>	ii
<i>Dedication</i>	iii
<i>Acknowledgements</i>	iv
<i>Table of Contents</i>	v
<i>List of Tables</i>	ix
<i>List of Figures</i>	x
<i>Abbreviations and Acronyms</i>	xi
<i>Abstract</i>	xii
<i>Chapter One</i>	1
<i>Introduction</i>	1
1.1 Introduction.....	1
1.2 Background to the Study.....	1
1.2.2 Historical Perspective.....	1
1.2.2 Theoretical Perspective.....	3
1.2.3 Conceptual Perspective.....	4
1.2.4 Contextual Perspective.....	6
1.3 Problem Statement.....	7
1.4 Purpose of the Study.....	8
1.5 Objectives of the Study.....	8
1.6 Research Hypotheses.....	9
1.7 Scope of the Study.....	9
1.7.1 Area Scope.....	9

1.7.2 Content Scope	9
1.7.3 Time Scope	10
1.8 Justification of the Study	10
1.9 Significance of the Study	10
1.10 Conceptual Framework	12
<i>Chapter Two</i>	14
<i>Literature Review</i>	14
2.1 Introduction	14
2.2 Theoretical Review	14
2.3 Parental Support and Academic Satisfaction of Students	15
2.4 Self-Concept and Academic Satisfaction	17
2.5 The Effect of Self-Concept and Parental Support and on Academic Satisfaction of Students	19
2.6 Summary of Literature	20
<i>Chapter Three</i>	22
<i>Methodology</i>	22
3.1 Introduction	22
3.2 Research approach	22
3.3 Research Design	22
3.4 Area of Study	22
3.5 Target Population	23
3.6 Sample Size and Selection	24
3.7 Sources of Data	26
3.7.1 Research instruments	26
3.7.2 Measurement of Variables	26

3.8 Data Collection Procedure.....	27
3.9. Data Quality Control	27
3.9.1 Validity of Instruments.....	28
3.7.2 Reliability of the Instruments	30
3.8. Data Management	32
3.9 Data Analysis.....	32
3.10 Ethical Considerations.....	32
<i>Chapter Four</i>	34
<i>Analysis, Presentation and Interpretation of Results</i>	34
4.0 Introduction	34
4.1 Demographic Characteristics of Respondents	34
4.1.1 Personal information	34
4.1.2 Family Related Information.....	36
4.2 Status of Self-Concept, Parental Support and Academic Satisfaction Among Secondary School Students in Mukono Municipality.....	38
4.3 Relationship among Self-concept, Parental support and Academic Satisfaction	40
4.3.1 The Relationship between Self-Concept and Academic Satisfaction among Students in Public Secondary Schools in Mukono Municipality	42
4.3.2 The Relationship between Parental Support and Academic Satisfaction among Students in Secondary Schools.....	44
4.3.3 The Relationship between Self-Concept and Parental Support among Students in Secondary School in Mukono Municipality.....	46
4.4 The Combined Influence of Self-Concept and Parental Support on Academic Satisfaction among Students in Secondary Schools in Mukono Municipality	46

<i>Chapter Five</i>	50
<i>Discussion of Results, Conclusions and Recommendations</i>	50
5.1 Introduction	50
5.2 Discussion of Findings	50
5.2.1 The Relationship between Self-Concept and Academic Satisfaction among Students in Secondary Schools	50
5.2.2 The Relationship between Parental Support and Academic Satisfaction among Students in Secondary Schools	51
5.2.3 The Relationship between Self -concept and Parental Support among Students in Secondary Schools	52
5.2.4 Combined Influence of Self-Concept and Parental Support on Academic Satisfaction among Students in Secondary Schools	53
5.3 Conclusions	54
5.4 Recommendations	54
5.5 Suggestions for Further Research	55
5.6 Limitations and Delimitations	56
References	57
Appendices	64
Appendix 1: Students' Questionnaire	64
Appendix 2: Krejcie& Morgan sample size table	72
Appendix 3 Introductory Letter	73
Appendix 3 Plagiarism Clearance Certificate	74

List of Tables

Table 3.1: Population and Sample Size.....	25
Table 3.1: Content Validity of the instrument.....	29
Table 3.3: Reliability of the instrument	31
Table 4.1: Gender, Age and Class of Respondents (N=298)	35
Table 4.2: Family related information (N=298).....	37
Table 4.3 The Self-concept, Parental Support and Academic Satisfaction of Secondary School Students in Mukono Municipality.....	39
Table 4.4: Correlation Matrix of Self-concept, Parental support and Academic Satisfaction	41
Table 4.5: Simple Regression Results of Self-concept and Academic Satisfaction.....	43
Table 4.6: Simple Regression Results of Parental Support and Academic Satisfaction	45
Table 4.7: Hierarchical Regression analysis of Self-concept, Parental Support on Academic Satisfaction	48

List of Figures

Figure 1.1: A Conceptual Framework showing the Relationship among Self-concept, Parental Support and Academic Satisfaction..... 12

Abbreviations and Acronyms

BOG: School Board of Governors

CVI: Content Validity Index

MoES: Ministry of Education & Sports

NPHC: National Population & Housing Census

PTAs: Parents Teachers Associations

UNESCO: United Nations Education, Scientific and Culture Organisation

r: Coefficient of correlation

r^2 : Coefficient of determination

SPSS: Statistical Package for Social Scientists

TDMS: Teacher Development Management System

EFA: Education for All

UNEB: Uganda National Examination Board

USE: Universal Secondary Education

USAID: United States Agency for International Development

NEDP: National Educational Development Plan

Abstract

This study examined the relationship between self-concept, parental support, and academic satisfaction of students in public secondary schools in Mukono Municipality. Using a correlational survey design, data was collected using a structured questionnaire from a random sample of 298 students, selected in three public secondary schools. Data was analysed using descriptive statistics, Pearson correlation and linear regression analysis. The findings revealed that a positive significant relationship existed between self-concept and academic satisfaction ($r=29, p=.01$); and between parental support and academic satisfaction ($r= 407, p=.01$). Both parental support and self-concept positively predicted ($\beta =.27, p<.05$) academic satisfaction of students. Parental support increased the contribution of self-concept to academic satisfaction. This means that, parental support is a very important factor in determining whether the self-concept of students can help them to have a positive perception of their academic lives. Therefore, ensuring good parental support can increase students' interest in academic pursuits, leading to higher academic satisfaction. It is recommended that to increase academic satisfaction and success of secondary school students, parenting programmes should be initiated on media and at community level to train parents on the skills of building their children's self-concept through their daily interactions and effectively using these interactions to mould better interest and involvement in their education.

Chapter One

Introduction

1.1 Introduction

Academic satisfaction of students is a very important factor in student success (Jang, 2018). Academic satisfaction is considered as an antecedent for academic interest, success and future employability of learners (Ampofo & Osei-Owusu, 2018). Considering its significance, it is important to have information on issues that affect academic satisfaction of students in secondary schools in Uganda and how it can be enhanced. This chapter presents the study background, problem statement, purpose, objectives, hypotheses, and scope, justification and significance of the study.

1.2 Background to the Study

This section examines the historical, theoretical, conceptual and contextual aspects of the study.

1.2.2 Historical Perspective

The term “Satisfaction” has been used in everyday speech throughout the history of mankind, and from it, the concept of “Academic satisfaction” was derived. Debate on Academic satisfaction began to emerge around the 19th century, but reached its peak in the 20th century as a new paradigm of existence when education became a business, and private education institutions were required to provide educational services that met the needs of their customers, who were the students (Kuh, 2016). Relating to the concept of consumer satisfaction and perceiving students as consumers, from the 1970s, experts in consumer psychology started applying service quality and marketing concepts to explore students’

academic satisfaction (Vialle et al, 2019). The retention of students was by then the primary objective of research on academic satisfaction (Afrah, 2016).

Eventually, in the 1980s, after governments were being called upon to account for the huge funds they commit to education, Academic satisfaction become priority in the academic advancement of students (Wara et al, 2018). Both private and government funded educational institutions started placing emphasis on factors that enhance the interest of students in their studies in (Lent, et al, 2017). Thus, studies on factors that influence Academic satisfaction increased in American secondary schools, after realizing that academically satisfied students enjoy their learning experiences and have higher completion rates (Schmidt, & Padilla, 2019). Other countries Particularly New Zealand, Australia and Canada started implementing strategies such as learning infrastructure development, co-curricular activities and mandatory parental support, to get students interested in their education (Goodman, 2016). Subsequently, higher academic satisfaction was linked to better student progress and positive behavior in classrooms (Delfino, 2019).

According to Bond et al. (2020), research conducted in China, the United States of America, and the United Kingdom found that secondary school students had low completion rates due to low Academic satisfaction. Since academic satisfaction is associated with increased persistence, retention, and participation in school, it has been adopted as a strategy to deal with the issue of low learning outcomes in most parts of the world. The role of the home and more especially parents and guardians in the academic satisfaction of children has been recognized (Slaten, 2019). Studies (Taylor & Francis, 2021; Wang et al, 2021) done in Japan and South Korea have affirmed parental support to play a key role in enabling children have meaningful academic experiences. For example, Wang et al (2021) found out that elementary school pupils who had adequate parental support developed a good self-concept that enabled children perform well in their studies.

In Africa, some investigation on student academic satisfaction have been done. For instance, a South African study was undertaken by Schreiber and Yu (2016) to explore student academic satisfaction in selected private universities in South Africa. The finding revealed that completion was reliably predicted by academic satisfaction. In Ghana a study by Ampofo and Osei-Owusu (2018) done in Kumasi on the influence of parent support on students' interest in their education, revealed poor performance by students due to low academic satisfaction. In Kenya, study by Wara et al. (2018) among Kenyan secondary school students on relationship between student academic satisfaction and self -esteem showed that learners were performing poorly because they were not engaged. They emphasized that if teachers were not there, students would go lazily about completing their assigned study tasks, paid less attention and could perform poorly.

In Uganda, there are limited studies on student academic satisfaction and most of them are about a related concept, academic engagement. For example, Mugizi et al. (2020) explored the relationship between teacher-centred methods and student engagement in a private university in south western Uganda and found that immediate feedback and reinforcement increased engagement. In another study based on cognitive constructivist theory, Mugizi et al. (2021) studied the relationship between student-centred methods and student engagement at a university in Uganda and it was found that Collaborative and active learning are student-centred approaches that enhanced engagement. However, studies were in the context of universities and on an antecedent of academic satisfaction (academic engagement) leaving a gap in the context of secondary schools that this study sought to bridge.

1.2.2 Theoretical Perspective

The study was based on the Happy-productive Student Theory (HPST)[Skinner, 2016]. It is a personal motivation theory based on the principles of Consumer Satisfaction

and the Theory of Planned Behaviour (Ryan & Deci, 2016). The HPST posits that internal motivations and deliberate effort do affect a person's interest, involvement and satisfaction from an enterprise. According to this theory, student academic satisfaction comes from the extent to which students feel they have the ability to meet their expectations about education and the extent to which they are met (Lee, 2018). The likelihood for students to meet their expectations depends greatly on how they feel about themselves and the support they receive from their parents or guardians (Jang, 2018). The theory was related to the study because it highlights the role of a personal attribute of self-concept and the external factor, parental support in the satisfaction of students with their academic lives. In the Ugandan context, there was limited research that clearly showed the role self-concept and parental support play in the academic satisfaction of students at secondary school level, which created a need for this study.

1.2.3 Conceptual Perspective

In this study, the dependent variable was academic satisfaction, the independent variable was self-concept and the moderator variable was parental support. According to Gonzalez (2014), academic satisfaction is a personal attribute within the student. It is attitudinal and defines an individual's academic motivation and performance (Kuh, 2016). Academic satisfaction entails the degree to which students feel satisfied with their academic life, as well as with specific aspects of their academic experience (Lent, 2017). Bhagat (2019), indicated Academic satisfaction to be multifaceted, including a student's satisfaction with learning outcomes, academic programmes, school ethos and values, academic rigour and feedback as key indicators of academic satisfaction.

Satisfaction with Learning outcomes involves a student feeling confident what she/he learns in school develops life skills and meets important needs (Isheikh et al, 2019). On the

other hand, satisfaction with Academic programmes includes the student feeling confident that the school provides a learning environment which stimulates students to learn by allowing students opportunities to explore different ways of learning things (Shirazi, 2017).

A student is satisfied with school ethos and values, when she/ he feels proud to associate with the school because the school treats students from different backgrounds and cultures fairly, respects individual differences and gives students opportunity to explore their spiritual development (Alsheikh,2019). Academic rigour consists of teachers providing students with challenges that they can achieve. Students are satisfied with the Academic rigour of the school when they fully understand what has been taught and the schools encourages them to critically and use what they learn in their daily lives (Afrah, 2016). Feedback on the other hand includes teachers helping learners to understand the mistakes they make and how they can better achieve the expected learning outcomes. When teachers provide useful feedback about their schoolwork, make time to help students when having trouble with their learning, and show students how to do things when they are having difficulties, then students will be satisfied (Yang, et al., 2018). In this study, academic satisfaction was perceived as students being happy with and actively involved in their academic life because they feel the academic programs and rigour, learning outcomes and school values and ethos meets their needs.

According to Asanjarani et al (2021), self-concept are active beliefs about oneself. According to Jeolashton (2019), Self-concept can be perceived, ideal or it can include self-esteem and social identity Being composed of a number of constructs, Self-concept is therefore multidimensional (Ampofo & Osei-Owusu, 2018) subsuming domains like academic, social, and emotional self-concept. In this study, Shirazi (2017) view of self-concept was adopted and it was perceived in academic terms, as feelings of competence by

the student to enjoy and be actively involved in learning and personally make learning beneficial.

According to Asiimwe and Magunda (2017), parental support refers to all help provided by the parents to their children so that they can succeed in their studies. This is the most important way in which parents can be involved in their children's education (Van Derzwaluw, 2020). Hence Parental support for education has a significant element of Parental involvement, which are positive parent-child interactions that are intended to promote school success (Wiener et al 2018). Parental support can facilitate the relationship between self -concept and academic satisfaction of students when parents provide opportunities for their children to explore, express their interest and understand the intention of education (Isheikh et al , 2019). Parental support also involves the provision materials and resources needed by the children. In this study, parental support was taken to be affection, encouragement, responsiveness, warmth and provision of necessities by the parent to help a child love and achieve personal educational goals (Nshone, 2019).

1.2.4 Contextual Perspective

The study was carried out in Mukono Municipality, Uganda. The municipality has four government-sponsored secondary schools (Mukono District state of affairs report, 2019). Like other schools in Uganda, the government equipped certain schools with contemporary facilities, added more teachers, and provided educational resources in an effort to increase student academic satisfaction in secondary schools. This was relevant because secondary schools the second largest and important level of education. Secondary schools also provide a spring board to tertiary education for many children (MOES, 2017). A large proportion of Ugandans acquire immediate employment skills from secondary schools before they drop out of school (MOES, 2019).

Through initiatives like Secondary Science and Mathematics Teachers (SESEMAT), teachers have also received training in use of constructivist teaching approaches (Asiimwe & Magunda, 2017). The level of student participation in education, especially in the municipality schools has nevertheless remained low despite efforts to raise it (Mukono District Education Department, 2020). However, secondary school students in Uganda have been blamed for doing little to develop relevant life skills and prepare them for the world of work (Kagolo, 2019). High absenteeism, high dropout rates, low morale, and dissatisfaction among students in the municipality secondary schools were indicators of low academic satisfaction (Alero, 2016). Students persisted in, skipping lessons, being absent, and dropping out of school (Mukono Municipality education department report, 2020). Additionally, some students used alcohol and marijuana, instead of focusing on their academic work (Okaka, 2021).

While some local researchers (Nakitende, 2015; Akella, 2018) are attributing this scenario to factors such as poverty, peer pressure, anti-social behaviour and an upsurge of child labour in factories, industries and markets in Mukono, little effort has been put forth to examine the relationship between this scenario and self-concept of students and parental support, aspects that have been recently conformed to be important factors in the academic satisfaction of students (Tus, 2020). Thus, this contextual discrepancy made it unclear whether it was the students low self-concept or parental support that were involved, creating the need for this study.

1.3 Problem Statement

Educators and researchers acknowledge that student learning outcomes were greatly influenced by student academic satisfaction (Kuh, 2016). Increased academic satisfaction improves the quantity and quality of interactions among students and lowers school dropout rates (Shirazi, 2017). Due to importance of academic satisfaction, players in education system

have worked to encourage it. For instance, the Uganda government has built multi-story buildings in some secondary schools, hired additional teachers, provided teaching materials, and subsidies for universal secondary education (Polycarp, 2021). Through SESEMAT, teachers and managers in secondary schools, including Mukono municipality, received training in use of learner engagement teaching approaches (Manyiraho et al., 2020). The project UPOLET (2018) was also implemented in Mukono district to increase learners' interest in school, retention and completion rates (Lubwama, 2019). Despite these efforts, students in Mukono municipality public secondary schools continued to skip school, repeat classes and drop out of school. If the issue of low academic satisfaction of students was not resolved, both student success and school growth would remain stagnant, culminating into failure to achieve the intended curriculum goals and loss of resources committed to education. This study, therefore, examined the relationship between self-concept and academic satisfaction and how parental support modified this relationship among students in public secondary schools in Mukono Municipality.

1.4 Purpose of the Study

The study investigated the relationship between self-concept, parental support, and academic satisfaction among students in public secondary schools.

1.5 Objectives of the Study

1. To find out the relationship between self-concept and academic satisfaction of students.
2. To examine the relationship between parental support and academic satisfaction of students.
3. To assess the relationship between self-concept and parental support among students.
4. To establish the combined influence of self-concept and parental support on academic satisfaction of students.

1.6 Research Hypotheses

HO₁: Self-concept is not significantly related to students' academic satisfaction in Mukono Municipality secondary schools.

HO₂: Parental support and academic satisfaction are not significantly related in Mukono Municipality secondary schools.

HO₃: Self-concept is not significantly related to parental support in Mukono Municipality secondary schools.

HO₄: Self-concept and parental support do not significantly influence academic satisfaction in Mukono Municipality secondary schools.

1.7 Scope of the Study

1.7.1 Area Scope

The study was carried out in Mukono Municipality, located in Mukono District of Uganda. This area was chosen after realizing that Mukono Municipality has a huge number of students coming from households with limited parental support and with great academic dissatisfaction. The study was carried out in government-aided schools in Mukono Municipality. Mukono Municipality is one of the fastest growing municipalities in Uganda, with an estimated population of 162,796 inhabitants (NPHC, 2014) and close to 1528 students enrolled in government aided secondary schools and living in a diversity of conditions that accurately represent the current socio-cultural and economic situations in Uganda.

1.7.2 Content Scope

The study was limited to examining the relationship among self-concept, parental support and academic satisfaction among students in secondary schools. The study, specifically,

examined the relationship between self-concept and academic satisfaction and the role played by parental support in this relationship.

1.7.3 Time Scope

The study covered the period between 2019 and 2020. This time partly covered the COVID-19, period in which secondary school students stayed away from school for about 2 years. The interruptions in the study periods and re-organisation of study programmes for secondary schools had led to many students being uncertain about their education. This state of affairs provided good conditions for revealing the real interest of secondary school students in their education. Also, it covered the period when the Mukono District Education Department (2020) complaints about many students in secondary school dropping out of school to do casual work.

1.8 Justification of the Study

This study was justified by the increasing number of children with maladjusted personal attributes, such as self-concept that are negatively affecting their academic success (Nakitende, 2015). And, above all, there was very limited researcher initiative that examined the relationship between self-concept, parental support and academic satisfaction among students in secondary schools in Uganda and Mukono District, in particular.

1.9 Significance of the Study

The findings may be used by Policy makers and secondary schools in making policies and initiatives to enhance the role played by students' self-concept, and parental support in the academic success of students.

The study findings may help MoES to make interventions and policies that can improve the personal motivation of secondary students with regard to their studies.

The study results may further help the Department of Secondary School Education in the MoES in evaluating, and subsequently, improving policies and guidelines on school environment that is important in improving students' interest in secondary education.

The findings may also be useful to the MoES partners, such as Irish Aid, UK Aid and USAID, who are funding secondary school education improvement projects in making more helpful decisions on the nature of support and aid needed in supporting activities aimed at increasing student interest and success in their education.

The findings of this study may be used by head teachers, school Board of Governors (BOG) and Parents Teachers' Associations (PTAs) in doing appraisals of secondary schools they run with regard to student motivation and parental support enhancement practices.

The study findings may be useful to professional educationists in Uganda and beyond to devise and adapt more effective strategies for enhancing students' self-concept, academic satisfaction and parental support in secondary schools.

In addition, the results may be useful to Guidance and counselling department in coming up with strategies to help in developing of positive self-concept.

1.10 Conceptual Framework

Figure 1.1 depicts the relationship between self-concept, Parental Support and academic satisfaction among secondary school students.

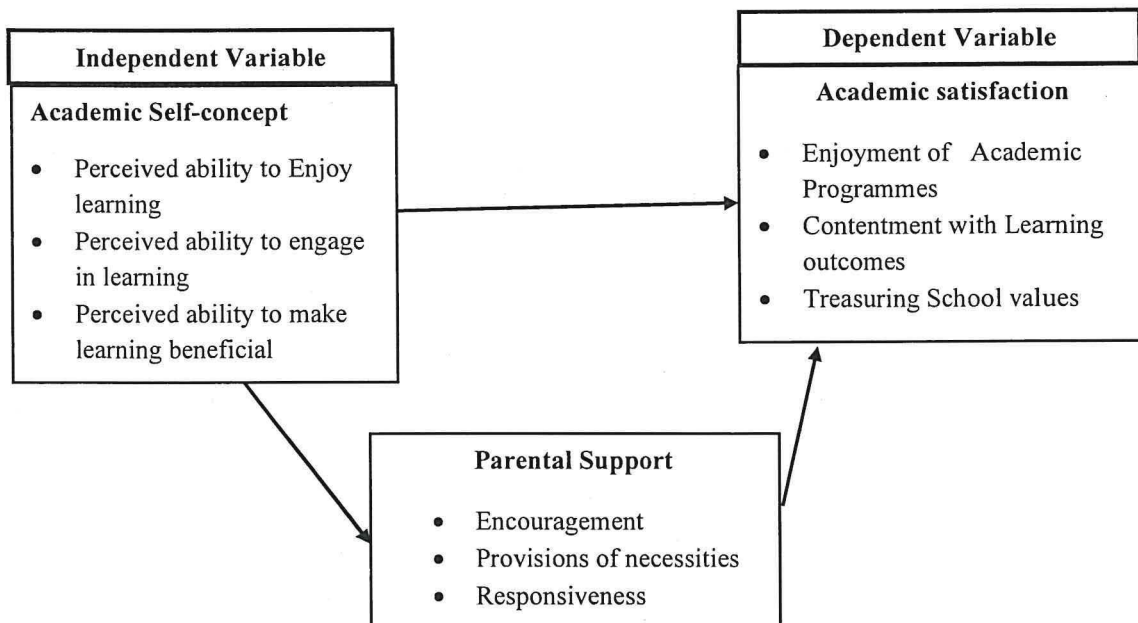


Figure 1.1: A Conceptual Framework showing the Relationship among Self-concept, Parental Support and Academic Satisfaction

Source: Adapted from Skinner (2016) and Isheikh et al (2019).

According to Figure 1.1 above, academic self-concept, in terms perceived ability to engage, enjoy and make learning beneficial can lead to a student's academic satisfaction in terms of liking the school learning outcomes, academic programmes and values. However, parental support, in terms of affection, encouragement, and provision of necessities, can modify the nature of the relationship between self-concept and academic satisfaction.

Chapter Two

Literature Review

2.1 Introduction

This chapter examines the existing body of knowledge, identifies the gaps in the existing body of knowledge, and provides the theoretical and empirical reviews.

2.2 Theoretical Review

The Happy-Productive Student Theory (Skinner,2016), is based on the Theory of Planned Behaviour of Ajzen (2011) that proposes that human action depends directly on an individual's inner intentions and motivation. The Theory of Planned Behaviour proposes that personal attributes, such as attitudes and self-concept, have a significant influence on behaviour, and therefore, have to be taken into consideration when predicting specific behaviour, such academic satisfaction (Ajzen &Klobas, 2013). The Happy-Productive Student Theory (HPST) explains that students can be proactive and engaged or, alternatively, passive and alienated, largely as a function of their inner capabilities, motivation and focuses (Deci& Ryan, 2021). This theory articulates how individual factors may affect academic satisfaction.

The theory proposes that intrinsic forces give one energy, direction and perception (Glenn & Lent, 2018). Hence, the intrinsic motivations of secondary school students is crucial in the view that students hold about education and the effort they are willing to expend on it (Andrea & Sieverding, 2015). The intrinsic value of feeling that they can achieve meaningful and interesting goals can push students to use the available support and environment to advance their educational goals because they personally grasp the value of doing so (Gerry etal, 2020). The theory also proposes that even extrinsic motivation can be

internalised, meaning that acquiring and accepting new values or goals, people become autonomously motivated to engage in behaviour that expresses these values and goals (Gutermann, et al, 2017).

Hence, the intrinsic motivation of secondary school students is crucial in understanding and meeting their academic goals (Kuh, 2016). Ampofo and Osei-Owusu (2018) argue that the intrinsic value of achieving meaningful and interesting goals can push students to seek for and utilise the available support, because they personally grasp the value of being actively involved in their studies so that they can achieve personal satisfaction. Therefore, self-concept should be a strong belief by the students, that, they have the motivation and abilities necessary for their needed accomplishments and they can gain a sense of achievement and satisfaction when they expend effort and actively participate in an activity.

2.3 Parental Support and Academic Satisfaction of Students

Several studies (Asiimwe & Magunda, 2017; Kansime, 2018; Alsheikh, 2019) have shown that parents' educational objectives for their children are connected to students' academic satisfaction. Studies have also confirmed that the education of the parent has an impact on the child's learning (Khan & Malik, 2019). Schneider and Lee (2019), in their study done in East Asia, found out that academic success of students was related to the values and aspirations of their parents and home learning activities that were esteemed by parents. However, the level and effectiveness of parental support depends on factors, such as ethnicity, family income, home environment, as well as their awareness about the importance of education. There was need to determine the status of these issues in the Ugandan environment.

Children often look for emotional support from parents when they encounter some academic problems at school. As a result, committed parents are always available to give their children proper guidance on issues related to school life (Nyako,2018). However, some fail, not because they are not committed, but because they are ignorant and economically deprived, often due to the fact that they are taking care of the children single- handedly. In relation to this, Yee et al (2017), affirmed that children are usually in need of parental guidance when they get problems with peers, such as being bullied, failing to fit in or with more academic problems, such as poor grades or difficulty with schoolwork. Just like children from other countries, Ugandan children also need a person to lean on in order not to give up on studying and, more so, to attain academic satisfaction. However, this is not portrayed in the Ugandan literature, hence, this study would try to fill that gap.

Empirical evidence on the relationship between socio- economic status and parents' educational ambition for their children has increased. Alsheikh (2019) stated that “parents’ education and income affect the quality of interaction and sharing parents have with their children” (p.92). Asiimwe and Magunda (2017) also affirmed low socio-economic status families, parents usually have insufficient education and, hence, do not appreciate supporting their children’s education with the necessary requirements.

Some parents are reported to often suffer financially, resulting in being so withdrawn from their parenting roles. In line with this, lsheikh et al (2019), reported that economic circumstances are considerably associated with academic satisfaction. Research indicates that parental support changes with the age of children. For example, Gonzalez-Pienda, et al. (2016) discovered that parental support decreases as children move from primary to high school. Correspondingly, Kansiime (2018), showed that the responsibility of children grows and they perform better as they grow older. The study further emphasised that students whose parents had higher expectations for their academic achievement, performed better from the

beginning of their academic journey and progressed faster during the transition period of high school. It was imperative to ascertain whether this is usually the case in Uganda.

As seen above, studies from all over the world strongly portray the positive contribution parental support has on students' satisfaction; these are expected to be seen even in Uganda, but the current literature on Uganda leaves a lot to be desired. It is not a mistake for one to think that even in Uganda, parents who are committed to their children's success, use the resources they have to support their children. Children see this resolve and start to seek support from parents when they face some academic problems at school. However, there was limited specific information on this issue, which created the need for this study.

2.4 Self-Concept and Academic Satisfaction

A good self-concept is an important factor in a person's motivation and success. Kuh (2016) in a study that was done on a sample of 321 students confirmed this fact. The study revealed that students belonging to Central Board schools were better in their self-concept and academic satisfaction when compared to students from other boards. Thus, it was confirmed that the self-concept of high school students is related to their academic satisfaction. She attributed this more to the study habits which emanate from one's self-concept, which later affect academic achievement and satisfaction in the long run. Related to the above, according to Schmidt and Padilla (2019), self-concept can be used to predict the 18.2% variance in the academic satisfaction of students. In this study, self-concept was linked more to the preceding motivation students get after feeling self-worth, which, later, explains their satisfaction.

The study of Nyako (2018) conducted among Senior Secondary Students in Port Harcourt, showed a strong association between self-concept and Mathematics achievement. The results indicated that Mathematics self-concept is significantly related to Mathematics achievement and it resulted into students feeling satisfied with their academic endeavour.

Therefore, it is clear that self-concept and general academic achievement of students are so strongly linked that a change in self- concept facilitates a change in achievement. However, it was not well established whether schools make self-concept development of students an educational aim that was as important as academic achievement. This study sought to establish these facts.

In an investigation into how students perceive their own learning disabilities and their levels of achievement, as well as the amount of help available from their parents , Vialle, et al (2019), found out that students who viewed their learning disability as something that could be overcome, and not stigmatising, had a greater level of success in a variety of ways. These students often felt safer and more supported social. In addition, they often had higher grades, especially in Mathematics. The researchers found out that these students had a more positive general self-concept than those who had a negative view of their learning disability. In relation to the above, a study conducted by Slaten (2019). in relation to family structure on academic achievement in rural setting, came to the conclusion that high and low achievers do not differ from each other on the factors of happiness and satisfaction of the self-concept.

According to Rangappa (2021), self-concept of students affects the satisfaction they derive from studying computational papers. This was a finding he got after studying self- concept and reading ability in relation to achievement in Mathematics of 7th class students with the objective to identify whether boys and girls, rural and urban students, differ in their achievement. This is in line with Sanchez and Roda (2013) who found out that academic self- concept strongly predicted both general achievements, as well as achievement in key learning areas such as, language, arts and Mathematics.

2.5 The Effect of Self-Concept and Parental Support and on Academic Satisfaction of Students

Parental support in terms of mother's and father's consideration and protection have been considered as being influential in a child's ability image (Lee et al, 2021). However, lack of one of the parents was found to put the child to a disadvantage and, consequently the child developing a negative self-concept (Wang, 2015). Recent research indicates that parental support to be a significant contributor to the development of positive self-regard that is strongly linked to academic achievement of the students (Yubero, 2019; Slaten, 2019). Even when parents are not directly involved in the teaching-learning activities in school, when they willing provide a child's school requirements, the child develops a strong hope in the future and a better self-concept. Kuh (2016) also discovered that the effectiveness of parents in doing what is required of them is determined by the socio-economic and cultural factors of the society in which they live. For instance, the way a family handles the learning activities of its children at home is dependent upon the parents' socio-economic position and their financial resources.

Parental support has been found to be multidimensional influence of self-concept and academic satisfaction of students (Alsheikh, 2019). Studies show that some dimensions of parental support may have more visible effects on students' academic achievement than others. Kansime (2018), discovered that parental support was associated with students' behaviour at school and their attitude towards learning in six important ways. The first was parents' expectations about their children's achievement, the second was parents' expectations about their children's capacity to achieve important goals, while the third was parents' behaviour that revealed interest in their children's school work. The fourth aspect was parents' degree of satisfaction or dissatisfaction with their children's level of school achievement, the

fifth was parents' level and type of help provided when their children do homework, and the sixth was parents' reinforcement behaviour of their children's achievements. It was, however, not clear which of these aspects existed among parents in Uganda and how they were expressed. This study was done to confirm these issues.

With regard to parental support and academic satisfaction, Qurban et al (2019) revealed that parents' educational ambitions for their children were related to students' academic progression. Thus, the educational level of parents has important implications on the child's learning (Kuh, 2016), Schneider and Lee (2020) also confirmed this fact in Asia. The parent support can contribute to a child's academic satisfaction when parents work with their children to help them to decide their children's life goals, such as successful academic performance (Gonzalez-Pienda, et al. 2016). Parents also build responsibility and resilience in them to make them move toward these goals (Schmidt & Padilla,2019). This type of parental support can result in well nurtured children, who are more committed to success so that they can accomplish their life goals (Isheikh, et al, 2019). Therefore, parents being actively involved in the lives of their children, guided by a clear vision for their children, can substantially improve children's academic satisfaction.

2.6 Summary of Literature

The literature above articulated ways in which parental support relates to academic satisfaction, and, described the relationship between self-concept and academic satisfaction and the link between parental support and self-concept among students in secondary schools. While the review gave useful information, it was mainly from Western and Asian countries. Most of the studies were also done in other levels of education apart from secondary school. Therefore, context specific and relevant information on the association between self- concept, parental support and children's academic satisfaction in Uganda and Mukono Municipality,

in particular, was missing. This study was done to bridge this information gap and provide a basis for more focused interventions for Mukono Municipality secondary schools.

Chapter Three

Methodology

3.1 Introduction

This chapter presents the study design, data collection techniques, data analysis, as well as limitations that were faced during the study.

3.2 Research approach

This study used the quantitative research approach. The research objectives were addressed using numerical data and particularly statistically procedures (Majid, 2017). The study collected quantitative data that was numerically analysed using descriptive and inferential statistics to make generalisations.

3.3 Research Design

A research design provides a systematic and scientific way of solving a research problem (Orodho, 2014). This study applied a correlational survey design (Kothari, et al 2017). This type of design allows the researcher to measure and analyse the magnitude and direction of relationships among the study variables. The relational nature of the study hypotheses made this design relevant to the study (Levy, 2017). Thus, descriptive and inferential statistics were used to measure relationships among the specific variables that were studied.

3.4 Area of Study

The study was carried out in public secondary schools located in Mukono Municipality. Mukono Municipality was created in 2010 by the resolution of the Parliament of Uganda. According to the NHPC (2014) the Municipality among the fastest growing in Uganda, with a diverse population of close to 162,796 inhabitants. Besides, the Municipality

has some of the biggest public secondary schools in the country, third to only to KCCA and Wakiso District. This situation enabled the researcher to select a more representative sample of students.

The Municipality is situated 20 kilometres East of Kampala along the Kampala-Jinja Highway which links Uganda to its Eastern neighbour, Kenya. It is surrounded by Kira Town Council, as well as Nama and Nakisunga sub-counties and it has a shoreline along Lake Victoria. Mukono Municipality has two divisions, nine wards and 79 villages. Being on the highway and with a very large and diverse population, public schools are usually sought after by all kinds of students because their affordable tuition fees.

3.5 Target Population

The population of this study was made up of secondary school students from three public schools found in the municipality. The schools were; Mukono Bishop and Mukono High School situated in Mukono Division and St Charles Lwanga, located in Goma Division. These three schools were selected because they are government aided and Mukono High and St Charles Lwanga are Universal Secondary Education (USE), therefore, accommodate some privately sponsored students. This enabled the researcher to even to have a more representative sample of students.

The accessible population included students of candidate classes (S4 and S6) who were at school during that COVID-19 period. The total population of students in candidate classes from the three schools was 1528 and this figure was deemed adequate (See *Table 3.1*).

3.6 Sample Size and Selection

Purposive sampling was used to select the three schools, basing on their ability to fit well in the category of schools (public) that were being studied. Proportionate sampling was used to determine the number of students that were selected from each school. The number of students in School A made 21% (64) of the total population, School B 43% (134) and School C 36% (113) making the total targeted sample to be 310 students (See *Table 3. 1*). Stratified random sampling was used to select students from the candidate classes to complete the questionnaires. Stratification was based on the candidate class. This sampling procedure was used to ensure a high degree of representativeness. A total of 298 respondents returned fully completed questionnaires that were used in data analysis, making the actual sample of respondents to be 298. Therefore, the response rate was 96.1% which was good enough to provide dependable conclusions.

Table 3.1: Population and Sample Size

School	Accessible Population	Proportion of Total Population	Target Sample Size	Actual Sample size
A-Mukono Bishop	314*	0.205(21%)	64	60
B-Mukono High	662**	0.433(43%)	134	130
C-St Charles Lwanga	552***	0.361(36%)	112	108
Total	1528	100%	310	298
Response Rate				96.1%

*Mukono Bishop 2019 school records

**Mukono High School 2019 school records

***St Charles Lwanga 2019 school records

3.7 Sources of Data

The study used primary data sources, so as to have first-hand information concerning the issues that were investigated. Information collected in its original form was given by students (Ary et al , 2018). Students provided the data by completing the questionnaires.

3.7.1 Research instruments

A structured questionnaire was used to collect quantitative data. The instrument ensured anonymity and allowed on -spot collection of large amounts of information. Structured questions were used because they enable collection of large amounts of the desired data that can be analysed easily. The researcher used specific data so as to avoid hasty responses and to increase the validity of the information that was collected.

3.7.2 Measurement of Variables

Scores on each variable were determined by summing up the numbers representing the responses on each of the items measuring the variables. Self-concept was measured using 20 items on the scale of 100. The parental support was measured using 24 items on a scale of 120 and academic satisfaction was measured using 30 items on the scale of 150.

A five-point Likert response scale was used and 1 represented 'strongly disagree' and 5 'strongly agree'. Scores on each variable were determined by summing up the numbers representing the responses on each of the items measuring the variables, as recommended by Saunder, et al (2010).

Self-concept was measured from 20 to 100 and values $\Rightarrow 80$ meant that respondents agreed to generally having a good self-concept, which implied that they liked, enjoyed, were involved, felt learning was fun, and had the ability to learn. The variable parental support was measured using 24 items from 24 to 120 and values $\Rightarrow 80$ which meant that respondents had good parental support. Parental support was shown by encouragement, responsiveness, warmth and provision of necessities. Academic satisfaction was measured using 30 items

from 30 to 150 and values $\Rightarrow 108$ which meant that respondents agreed to generally having good academic satisfaction. Academic satisfaction was indicated by liking learning outcomes, academic programmes, school values and ethos, transition, as well as feedback.

Parental support is a very important factor in determining whether the self-concept of students can help them to have a positive perception of their academic lives, enjoy it and be motivated to expend effort in doing well at school. Therefore, good parental support does significantly mediate the relationship between self-concept and academic satisfaction of students by increasing students' interest in academic pursuits, leading to higher academic satisfaction.

3.8 Data Collection Procedure

After approval of proposal, an introductory letter was obtained from directorate of research and graduate training granting permission to collect data. Researcher presented the introduction letter to the Municipality Education Officer who granted written permission to researcher to collect data from selected secondary schools. The researcher presented the letter to the head teachers of the chosen schools who in turn authorised host teachers to provide students to researcher for data collection. Researcher got students class by class. In each class students were selected using random sampling technique where students were made to randomly pick from a pack containing yes and no. All students who picked yes were then selected for the study.

3.9. Data Quality Control

Quality control is about validity and reliability of instruments. Both Validity and reliability were attained for the questionnaire.

3.9.1 Validity of Instruments

The study established content validity of instruments by ensuring that indicator variables conformed to conceptual framework in Figure 1.1. The instruments were first tested by the supervisors and the researcher to ensure their face and content validity. The vague and difficult questions were rephrased. The items were also evaluated on a scale of 1 = strongly disagree, 2= disagree, 3 =not sure, 4 = agree, 5=strongly agree. A content validity test was then used to establish the validity of the instruments. The content validity index was measured using the formula: Content validity index (CVI) = Number of items declared valid divided by the total number of items. As suggested by Marshall and Rossman (2011), the CVIs for all the three sub scales were above 0.7(See Table 3.2), as recommended for research instruments. According to Kathari et al (2017), instruments with valid coefficients of at least 0.7 are accepted in research.

Table 3.1: Content Validity of the instrument

Construct	No. Items	Content Validity Index
Self-concept	20	0.820
Parental Support	16	0.832
Academic Satisfaction	27	0.810
Values	63	0.821

3.7.2 Reliability of the Instruments

Reliability describes the degree to which measures of a construct are consistent and dependable, that is, how consistently and dependably they measure what they are supposed to be measuring (Kubai, 2016). Ahmed and Ishtiaq (2021) indicate that it is the consistency of a method in measuring something. Thus, measurement is considered reliable if the same results can be obtained consistently by applying the same methodology under similar conditions. In this study, Cronbach Alpha (α) were used to determine internal consistency of measurement tool. Data was collected from a pilot sample of 14 students (male=9, female=5). In line with

Majid (2018), Piloting ensured that that the participants could respond to items in accordance with the instructions. According to Ary et al (2018), a Cronbach's Alpha reliability statistic above 0.7 or higher indicates satisfactory internal consistency.

Table 3.3: Reliability of the instrument

Construct	No. Items	Cronbach Alpha
Self-concept	20	0.781
Parental Support	16	0.790
Academic Satisfaction	27	0.767
Values	63	0.779

Based on the table above, it is evident that all the study constructs had Cronbach Alpha coefficient higher than 0.7 as recommended for a research instrument.

3.8. Data Management

After data collection, the data was coded, edited and computed using Statistical Package for Social Scientists (SPSS) Version 22. The researcher made sure that all questionnaires that were circulated were collected back. Completed data collection tools were double checked by the researcher before doing data entry. Data was entered into SPSS Version 22 for cleaning and analysis, data was prepared for analysis by recording them as per the requirements for the analysis. As data was entered into Statistical Package for Social Scientists (SPSS) Version 22, the descriptive statistical tools, such as frequency tables, percentages, standard deviations and mean frequencies, were used mainly to obtain the distribution of scores.

3.9 Data Analysis

Data was analyzed at univariate, bivariate and multivariate levels. At univariate level, descriptive statistics, specific means and standard deviations were calculated. Pearson's Correlation Coefficients and Linear Regression were done at bivariate level to test the hypotheses and measure both the degree and direction of the relationship between the two variables. Multiple-regression analysis was done to establish the effect of both self-concept and parental support on academic satisfaction of students.

3.10 Ethical Considerations

Certain norms were followed to ensure that the conduct of the researcher respected the rights of respondents (Levey, 2018). First, the researcher ensured that the study was carried out within the legal framework of Kyambogo University. Second, the researcher treated all responses obtained from the study with confidentiality (only for academic purposes) and ensured that all the data was presented in aggregate form. The right of self-determination was fully observed by the researcher, and this was demonstrated by requesting the subjects to volunteer to participate in the study at their own free will.

Informed consent was obtained from all those participating in the study. Those not willing to participate in the study were under no obligation to do so. Respondents' names were not indicated anywhere in data collection tools for confidentiality and the information gathered was only used for the purposes of this academic study. The necessary research authorities were consulted for permission. Data collected was only in the reach of the researcher and supervisors. All the questionnaires were disposed of immediately the researcher completed the study.

Chapter Four

Analysis, Presentation and Interpretation of Results

4.0 Introduction

This chapter presents the findings of the study, which examined the relationship among self-concept, parental support and academic satisfaction of secondary school students. The study, specifically, assessed the relationship between self-concept and academic satisfaction, parental support and academic satisfaction, self-concept and parental support and the combined influence of self-concept and parental support on academic satisfaction. The results include descriptive statistics, correlation and confirmatory regression.

4.1 Demographic Characteristics of Respondents

This section presents data on demographic characteristics of the students.

4.1.1 Personal information

The researcher collected demographic information of students relating to gender, age and secondary level class in which they were, the findings are presented in table 4.1.

Table 4.1: Gender, Age and Class of Respondents (N=298)

Variable		Percentages	
Gender	Category	f	%
	Male	137	46.0
	Female	161	54.0
Age	<17years (younger teenager)	153	51.3
	>17 years (older teenager)	145	48.7
Class	O –level	249	83.6
	A- level	49	16.4

Source: Primary Data from the Field (2021)

Gender of Respondents

In connection to gender, the results in Table 4.1 show that most (54%) of the respondents were female and 46% were male. Therefore, the study findings adequately reflected the views of both genders on self-concept, parental support and academic satisfaction.

Age Category of Respondents

As far as age is concerned, results in Table 4.1 show that about 51.3% were above 17 years. This implied that, the majority of participants were old and mature to be able assess their self-concept, the nature of parental support they received from parents or guardians and their and academic satisfaction.

Level of Secondary Education

With regard to level of education, the results in Table 4.1 show that the majority (83.6%) were in O- level(S4), and the rest were in A- level(S6). Hence respondents were in classes that required a good self-concept and academic satisfaction in order to meet the requirements of terminal exams UCE and UACE.

4.1.2 Family Related Information

The respondents also gave information about their family. The findings are summarized in table 4.2.

Table 4.2: Family related information (N=298)

Variable		Percentages	
Family Type	Category	f	%
	Single parent	235	78.9
	Duo Parent	63	21.1
Period in Family	6-10	64	21.5
	11-15	155	52.0
	>15 years	79	26.5

Source: Primary Data from the Field (2021)

Family Type

In relation to the type of family, the results in Table 4.2 show that the majority (78.9%) were in single parent families. So they mostly likely got support from only one parent or none at all, while the rest (21.1%) had both parents, with a likelihood of getting support from both parents.

Period in Family

This variable was related to all students who either live with single parent, both parents and other relatives that is why they were asked to indicate the years they had stayed in the family. This was done to gauge their level of understanding of the nature and value of family support they get from the parents. The results in Table 4.2 show that the majority (52.0%) had been in the family for 11-15 years, 21.5% had stayed with the family for 6-10 years and the rest (26.5%) for more than 15 years. It can, therefore, be concluded that most of the respondents had been with their families long enough to have a good understanding of the kind and quality of support they receive and were able to provide reliable information that could be related to self-concept and academic satisfaction.

4.2 Status of Self-Concept, Parental Support and Academic Satisfaction Among Secondary School Students in Mukono Municipality

The level of self-concept, parental support and academic satisfaction among secondary school students in Mukono Municipality were assessed using descriptive statistics. Mean scores and corresponding standard deviations were used to determine the levels. The descriptive statistics of the variables are given in Table 4.3.

Table 4.3 The Self-concept, Parental Support and Academic Satisfaction of Secondary School Students in Mukono Municipality

Variables and indicators	Minimum	Maximum	Mean	Std. Deviation
Self Concept	51.00	116.00	76.18	9.57
Parental Support	35.00	129.00	82.82	13.34
Academic Satisfaction	93.00	167.00	118.58	13.40

Source: Primary Data (2021)

Self-concept: Values =>80(agree), meant students feel competent to enjoy and personally make learning beneficial.

Parental Support: Values =>64(agree), meant students receive adequate encouragement, responsiveness and school necessities from parents.

Academic Satisfaction: Values =>108(agree) meant students are happy with learning outcomes, academic Programmes and school values.

The findings in Table 4.3 show that the scores for self-concept were (mean=76.18, SD=9.57), Parental support was (mean=82.82, SD=13.34), and academic satisfaction was (mean=118.58, SD=13.0). The mean scores for parental support and academic satisfaction were higher than the agree score, while that of self-concept was lower. This means that, while students felt that they received adequate encouragement, responsiveness and school necessities from parents, and were happy with learning outcomes, academic Programmes and school values, they did not feel competent to enjoy and personally make their learning beneficial. The standard deviations of the variables were generally high, indicating a wider variation in the perception of respondents on the occurrence of the sample.

4.3 Relationship among Self-concept, Parental support and Academic Satisfaction

Pearson correlation coefficients were used to establish the nature and magnitude of association among the variables. The findings are shown in the table 4.4.

Table 4.4: Correlation Matrix of Self-concept, Parental support and Academic Satisfaction

Variables	Statistics	1	2	3
1- Academic Satisfaction	Correlation	1		
	P-value			
2- Self concept	Correlation	.292**	1	
	P-value	.000		
3- Parental support	Correlation	.407**	-.090	1
	P-value	.000	.121	

Key; $p < .01$ **, $p < .05$ *

The findings in table 4.4 show that the Academic satisfaction of students was positively correlated with self-concept and parental support. The relationship among variables is explored further in the sections below;

4.3.1 The Relationship between Self-Concept and Academic Satisfaction among Students in Public Secondary Schools in Mukono Municipality

The first objective of the study was to assess the relationship between self-concept and academic satisfaction among students in public secondary schools. The researcher had hypothesized that no statistically significant relationship existed between self-concept and academic satisfaction. However, the findings in Table 4.4 showed a positive and significant relationship $r(296) = .29, P < 0.01$ existed between self-concept and academic satisfaction. This implies an increase in the self-concept of the their likelihood to perceive academic Programmes, learning outcomes, and the values of their schools as meeting their needs also increased. The first study hypothesis was rejected; for a positive and significant relationship existed between self-concept and academic satisfaction of students. Therefore, self-concept is an important factor in the academic satisfaction of secondary school students.

Simple linear regression was then done to ascertain the determinist relationship between self-concept and academic satisfaction of secondary school students in Mukono Municipality. The findings are shown in the table 4.5 .

Table 4.5: Simple Regression Results of Self-concept and Academic Satisfaction

R	R²	Ad R²	B	Beta	F Stat	Sig.
.292 ^a	.085	.082	.409	.292	27.62	.000 ^b

Key; p<.01**, p<.05*

Source: Primary data from the field (2021)

The findings in Table 4.5 above show that the contribution of self-concept to academic satisfaction was $R^2=.085$. This implies that about 8.5 % of academic satisfaction can be explained by self-concept. The regression model was also significant ($F(1,296) = 27.62, p < 0.05$), implying that self-concept positively predicted academic satisfaction ($\beta = .292, p < .05$).

4.3.2 The Relationship between Parental Support and Academic Satisfaction among Students in Secondary Schools

The second objective of the study was to assess the relationship between parental support and academic satisfaction among students in secondary schools. The researcher had hypothesized that no statistically significant relationship existed between parental support and academic satisfaction. The findings in Table 4.4 revealed a positive and significant relationship $r(296) = .407, P < 0.01$, existed between parental support and academic satisfaction. This implies that, when students receive adequate encouragement, responsiveness on school necessities from their parents, their contentment with the learning outcomes, academic programmes and school values also increases. Hence the second study hypothesis was also rejected because parental support was positively related to academic satisfaction.

Simple linear regression was done to ascertain the contribution of parental support to the academic satisfaction of students in Mukono Municipality. The findings are shown in the table below.

Table 4.6: Simple Regression Results of Parental Support and Academic Satisfaction

R	R²	Ad R²	B	Beta	F Stat	Sig.
.407 ^a	.165	.163	.409	.407	58.651	.000 ^b

Key; p<.01**, p<.05*

Source: Primary Data from the Field (2021)

The findings in Table 4.6 above show that the contribution of parental support to academic satisfaction was $R^2=.165$. This implies that about 16.5 % of academic satisfaction can be explained by parental support. The regression model was also significant ($F(1,296) = 58.65, p < 0.05$), implying that parental support positively predicted academic satisfaction ($\beta = .427, p < 0.05$). Similarly, a unit change in parental support resulted into .427 change in academic satisfaction.

4.3.3 The Relationship between Self-Concept and Parental Support among Students in Secondary School in Mukono Municipality

The third objective of the study was to assess the relationship between self-concept and parental support among students in secondary schools. It had been hypothesized that no statistically significant relationship existed between parental support and self-concept. The findings in Table 4.4 revealed that a very small, negative and non-significant relationship $r = -.090, p = n.s.$, existed between self-concept and parental support. This implies that the self-concept of the students is not related to the support they received from their parents. This finding confirmed the null hypothesis of the study that *self-concept is not related to parental support*. The contribution of self-concept to parental support was not explored, given that the relationship between the two variables was non-significant.

4.4 The Combined Influence of Self-Concept and Parental Support on Academic Satisfaction among Students in Secondary Schools in Mukono Municipality

The last objective of the study was to assess the combined influence of self-concept and parental support on academic satisfaction among students in public secondary schools in Mukono Municipality. It had been hypothesized that parental support and self-concept do significantly influence academic satisfaction of students. Hierarchical linear regression

analysis was used to test this hypothesis. Self-concept and parental support were entered in the model as predictors; one following the other and academic satisfaction was entered as the dependent variable. The findings are presented in table 4.7.

Table 4.7: Hierarchical Regression analysis of Self-concept, Parental Support on Academic Satisfaction

Model	Effects	R²	ΔR²	β	P-value
Model I	Self-concept	.085	.085	.331	.000*
				.436	
Model II	Self-concept and Parental support	.274	.189		.000*

Key; p<.01**, p<.05*

Dependent Variable:

The findings in Table 4.7 above show that self-concept positively and significantly ($\beta = .33, p < 0.05$) predicted about 8.5 % variation in academic satisfaction, and both self-concept and parental support also positively and significantly ($\beta = .44, p < 0.05$) predicted about 27.4% of the variation. So, parental support increased the predictive power of both self-concept and parental support on academic satisfaction by about 18.9 % (R^2 Change = .189, $p < 0.05$).

This implies that parental support is a very important factor in determining whether the self-concept of students can help them to have a positive perception of their academic lives, enjoy it and be motivated to expend effort in doing well at school. Therefore, good parental support does significantly moderate the relationship between self-concept and academic satisfaction of students by increasing students' liking of the school learning outcomes, academic programmes and values, thus, developing more interest in academic pursuits, leading to higher academic satisfaction. This finding has confirmed that *self-concept and parental support do significantly influence academic satisfaction* of secondary school students in Mukono Municipality, leading to the rejection of the third study hypothesis.

Chapter Five

Discussion of Results, Conclusions and Recommendations

5.1 Introduction

This chapter presents a discussion, conclusion and recommendations of the study that assessed the relationship among the discussion of the study findings as presented. The chapter gives a detailed discussion of results, conclusion and recommendations based on the study objectives. A discussion of the findings is presented first in the section 5.2.

5.2 Discussion of Findings

The findings are discussed according to the objectives of the study and details are presented below.

5.2.1 The Relationship between Self-Concept and Academic Satisfaction among Students in Secondary Schools

The first objective of the study was to assess the relationship between self-concept and academic satisfaction among students in secondary schools. The researcher had hypothesized that no statistically significant relationship existed between self-concept and academic satisfaction. This hypothesis was rejected because the findings revealed that a positive and significant relationship ($r = .29, P < 0.01$) existed between self-concept and academic satisfaction. In fact self-concept positively ($\beta = .331, p < 0.05$) contributed to academic satisfaction of students and explained about 8.5% of it. Hence when students have a good self-concept, their interest and involvement in education is likely to increase, this enhancing their academic satisfaction. This implies when students have the ability to fully be involved and utilise their learning experiences, they are more likely to perceive their

education and school as meeting their needs. The findings are in line with Kuh (2016) who had earlier confirmed that a significant and positive relationship exists between self- concept and academic satisfaction of students at the higher secondary in Asia. The findings also agreed with Padilla (2019) who discovered that self-concept can predict up to 18.2% variance in the academic satisfaction of students. Therefore, self-concept and general academic achievement of students are so strongly linked that a change in self- concept facilitates a change in achievement. So parents and schools have to place a lot of emphasis on ensuring that students have a good self-concepts so as to be fully involved and benefit from their education.

5.2.2 The Relationship between Parental Support and Academic Satisfaction among Students in Secondary Schools

The second objective of the study was to assess the relationship between parental support and academic satisfaction among students in secondary schools. The researcher had hypothesized that no statistically significant relationship existed between parental support and academic satisfaction. However, from the study findings, a positive and significant relationship ($r = .407, P < 0.01$), was found to exist between parental support and academic satisfaction. The researcher therefore rejected the second study hypothesis. In line with Schneider and Lee (2019), the more parents encourage students that they can do well, and also provide relevant scholastic materials, the more the students expended effort in their studies. According to Nyako (2018) students consequently feel that their school has good values and learning outcomes. Therefore, as advised by Isheikh et al (2019), parents' educational aspirations affect the academic growth of students and when parents share with their children their academic aspirations, children are encouraged to like their education and subsequently acquire good academic satisfaction. Hence as alluded to by Kansime (2018), students can like their education and school when parents find time to interact with the and

give them the necessary encouragement and support. The appropriate expects of parents enables children start a course of good academic progress.

5.2.3 The Relationship between Self -concept and Parental Support among Students in Secondary Schools

The third objective of the study was to assess the relationship between self-concept and parental support among students in secondary schools. It had been hypothesized that no statistically significant relationship existed between parental support and self-concept; the results confirmed this by indicating that a very small, negative and non-significant relationship ($r=-.090, p>0.05$). This implies that, students being involved in learning did not significantly increase the likelihood of getting encouragement and scholastic materials from their parents, thus, confirming the null hypothesis of the study that self-concept is not related to Parental support.

The findings agreed with Wang (2015) that children who had one parents were at a disadvantage of getting enough support. consequently, these children often developed a negative self-concept. Also, Slaten (2019) attested that for parental support to be a significant contributor to the development of positive self-regard it had to be regular and more focused. According to Isheikh, et al, (2019), even when parents are not directly involved in the teaching-learning activities in school, when they willingly provide a child's school requirements, the child develops a strong hope in the future and a better self-concept. The findings also concurred with Kuh (2016) who said that the effectiveness of parents in doing what is required of them is determined by the socio-economic and cultural factors of the society in which they live. Given that most of the children in the study lived in single parent families, it is likely their parents were not able to provide the needed resources and support

for the education of the children and so children did not develop the needed academic satisfaction.

5.2.4 Combined Influence of Self-Concept and Parental Support on Academic Satisfaction among Students in Secondary Schools

The last objective of the study was to assess the combined influence of self-concept and parental support on academic satisfaction among students in secondary schools. It had been hypothesized that parental support and self-concept significantly influenced academic satisfaction of students. It was found that both self-concept and parental support predicted 27.4% of the variation in academic satisficing. This finding disproved the last study hypothesis that self-concept and parental support do significantly influence academic satisfaction of secondary school students.

Hence as indicated by Alsheikh (2019) Parental support has a multidimensional influence on self-concept and both combined can have a positive impact on the academic satisfaction of students. Also as indicated by Kansime (2018), good parental support developed positive feelings about self among students, which increased their ability image. This helped students to feel confident in being involved in educational programs and achievement the intended learning outcomes. Also, in agreement with Schmidt & Padilla (2019), parents had positive expectations about their children's achievement and this helped the students to develop more self-esteem, which gave drive to participate better in the educational programs at school. Hence the children were able to achieve important goals, which increased their interest in education. It was also evident that students felt that their parents were satisfied with their education effort. This encouraged students to feel well about

themselves and what they were doing in life. These feelings were good for the students' academic satisfaction.

5.3 Conclusions

In connection with the first objective; the relationship between self-concept and academic satisfaction it was found that for secondary school students to be satisfied with their education and thus put more effort into it to succeed, they have to feel competent to enjoy and personally make learning beneficial. School and parents need to implement strategies to enhance their children's self-concept if they are to benefit fully from their education.

In connection to the second objective, the relationship between parental support and academic satisfaction among students in secondary schools, effective parenting can nurture students who like school and are more committed to their education and success in life. Therefore, parents should be actively involved in the lives of their children and give them a clear vision for their future.

As far as the third objective is concerned; the relationship between self-concept and parental support among students in secondary schools, no statistically significant relationship was found. It is likely that, parents place very little or no emphasis at all in developing the self-concept of their children.

With regard to the last objective; the combined influence of self-concept and parental support on academic satisfaction among students in secondary schools, Parents being able to create quality time to guide and support their children on how to overcome challenges they face in their education, encourages them on how to resolve such challenges of education, school and achieve better success.

5.4 Recommendations

Based on the above conclusions, several recommendations can be made, and these include:

The government had to start initiatives at the community and school level to encourage parent-child collaboration so as to increase the length of time parents spend working with the child at the elementary age.

Parents have to be encouraged by schools and MOEs to read through their children's homework so that they can understand what their children are learning, give them the necessary commendation and support. This will go a long way in improving the self-concept and academic satisfaction of the children.

The parent-child collaboration at home should be , further enhanced by doing community mass education campaigns at the LC 1 level regarding the importance of doing so.

Given that a positive and significant relationship existed between self-concept and academic satisfaction, measures have to be put in place by government and schools to boost the students 'self-concept school and parents should try to always acknowledge accomplishments made by students, as this can boost students' confidence and, as a result, they will focus more on the positive aspects of what they are doing.

It is recommended that comparison among children that schools and parents make should be avoided, since students have their own sets of unique strengths, talents, and needs and, so, need to be appreciated the way they are.

5.5 Suggestions for Further Research

Studies should be conducted on other factors that were not considered in this study on such a topic. The focus should be on the relationship between parental support and academic satisfaction. Furthermore, further studies comprising of both teachers and parents are equally important, as far as performance of students is concerned.

More so, there is need to make the parents aware of their responsibility in sharpening and improving the child's performance in any way, be it academically or talent wise.

5.6 Limitations and Delimitations

There was limited time, since the researcher was operating within a tight schedule of very few months. Some respondents were non-responsive to some of the questions, as they were giving an excuse that some questions were sensitive. The researcher endeavoured to elaborate on the intentions of the study.

Covid-19 remained a great challenge in this study and it hindered the smooth learning of the work, as the respondents were not in schools as it was expected. Limited resources or financial constraints brought about by Covid-19 made the work difficult, as the payments were depending on the lessons one taught in a week, and, yet, there were few classes at that time.

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Appendices

Appendix 1: Students' Questionnaire

Dear Respondent,

I am Alex Mukisa Kabugo, a master's student of Kyambogo University, Uganda pursuing a Masters' Degree of Counselling Psychology. I am conducting a study entitled "**Self-concept, Parental Support, and academic satisfaction among students in secondary schools in Mukono municipality**". You have been selected to participate in this study. I kindly request you to spare some of your precious time to answer the following questions. The activity will take about 10 minutes and I request you to kindly and candidly complete this questionnaire. Be assured that your responses will be completely anonymous and therefore any information you provide will be treated with strict confidentiality. The study findings are vital as it is anticipated that they will help in improving the benefits secondary school students get from their studies as a result of their improved motivation and parental support. The findings of the study will be shared upon request.

Thank you very much for your cooperation.

Section A: Personal Details

Please tick or write what is most appropriate to you:

1. Write your age in complete years _____

2. Class

3. Gender

Male	1
Female	2

4. Which kind of family do you come from?

Single-parent family	1
Dual (two)-parent family	2

5. How do you rate the support from your Parents?

High	1
Moderate	2

Low	3
------------	----------

6. For how long have you lived in this single-parent or dual-parent family?
_____ years.

7. If you come from a single-parent family, what is the gender of your parent?

Male	1
Female	2

8. If you live in a single-parent family, what caused the absence of the other parent?

Death	1
Divorce/separation	2
Never got married	3
Abandonment	4
Imprisonment	5
No idea	6

9. If you come from a single-parent family caused by divorce, separation or abandonment, do you visit and spend some time with your other parent alternatively?

Yes	1
No	2

10. Is any of your parent(s) employed?

Yes	1
No	2

11. Is the income or earnings of your parent(s) enough to provide for your basic needs including food, clothing, shelter and education?

Yes	1
No	2

Section B: Self-concept

Please respond to each of the following statements by ticking in the appropriate box corresponding to each statement that best describes how you feel about your ability to use the available resources to enjoy and fully benefit from your education. 1= **strongly disagree (SD)**, 2= **Disagree (D)**, 3= **not sure (NS)**, 4= **Agree** and 5= **strongly agree (SA)**.

Your Self-concept					
Enjoyment and involvement in learning					
I like having problems to solve	1	2	3	4	5
Problem solving is fun.	1	2	3	4	5
I am not very good at solving problems	1	2	3	4	5
I like having difficult work to do	1	2	3	4	5
Sense of agency					
I am clever	1	2	3	4	5
I like using my brain	1	2	3	4	5
I know how to be a good learner	1	2	3	4	5
I am good at discussing things	1	2	3	4	5
I am good at doing tests	1	2	3	4	5
I know how to solve the problems that I meet	1	2	3	4	5
Feelings about the nature of learning					
Learning is difficult	1	2	3	4	5
Learning is easy.	1	2	3	4	5
General feelings of competence/ability					
I think carefully about what I have got to do	1	2	3	4	5
Thinking carefully about work helps you to do better.	1	2	3	4	5

I know the meaning of lots of words.	1	2	3	4	5
When I am given a new work to do I usually feel confident I can do it.	1	2	3	4	5
When stuck with my work I can usually work out what to do next.	1	2	3	4	5
Feelings of learned helplessness and anxiety					
I need lots of help with my work.	1	2	3	4	5
I get anxious when I have to do new work	1	2	3	4	
I find a lot of school work difficult.	1	2	3	4	5

Section C: Parental Support

Please respond to each of the following statements by ticking in the appropriate box corresponding to each statement that best describes how you feel about the way your parents provide comfort, re-assurance, guidance and materials needed for your studies. **1= strongly disagree (SD), 2= Disagree (D), 3= not sure (NS), 4=Agree and 5= strongly agree (SA).**

Affection and encouragement					
My parent (s) teach me things I want to learn					
We do things together with my parent(s)	1	2	3	4	5
When I need it, my parent(s) help me to do my homework.	1	2	3	4	5
My parent(s) praise me when I get good grades.	1	2	3	4	5
My parent(s) get concerned or worried about my academic performance.	1	2	3	4	5
My parent(s) monitor my actions and behaviours at school					
My parent (s) teach me things I want to learn	1	2	3	4	5

Responsiveness					
I can count on my parents	1	2	3	4	5
My parent(s) help me when I have a problem.	1	2	3	4	5
My parent(s) shows me love	1	2	3	4	
My parent(s) is/are patient with me	1	2	3	4	5
My parent(s) expects me to keep my stuff tidy.					
My parent (s) encourages me to do my best.	1	2	3	4	5
Warmth					
My parent (s) like talking to me.	1	2	3	4	5
We have friendly talks with my parents	1	2	3	4	5
My parent(s) comforts me when I am sad.	1	2	3	4	5
My parent(s) hug me.	1	2	3	4	5
My parent(s) like talking to me.	1	2	3	4	5
We have friendly talks with my parent(s)	1	2	3	4	5
My parent(s) comfort me when I am sad.	1	2	3	4	5
Provide necessities					
My parent (s) provide me with scholastic materials	1	2	3	4	5
My parent (s) provide me with school fees	1	2	3	4	5
My parents provide me with food					
My parent(s) provide me with clothing's and other basic needs					

Section D: Academic Satisfaction

Please respond to each of the following statements by ticking in the appropriate box corresponding to each statement that best describes how you feel about the extent to which the learning, educational programs and values in your school meet your needs. 1= strongly disagree (SD), 2= Disagree (D), 3= not sure (NS), 4=Agree and 5= strongly agree (SA).

Academic Satisfaction					
Learning Outcomes					
I feel confident in basic skills such as reading, writing, maths and science.	1	2	3	4	5
In class, students help each other to learn.	1	2	3	4	5
My school encourages me to be responsible for my own learning.	1	2	3	4	5
Students are motivated to learn at this school.	1	2	3	4	5
I am encouraged to develop my thinking and reasoning skills	1	2	3	4	5
Academic Program					
My school provides a learning environment which stimulates me to learn.	1	2	3	4	5
In class, I am given opportunities to explore different ways of learning things.	1	2	3	4	5
The standard of schoolwork expected of me is appropriate for my age.	1	2	3	4	5
I am challenged in my learning at this school.	1	2	3	4	5
The amount of homework set is appropriate for my year level.	1	2	3	4	5

School Ethos and Values					
Students from different backgrounds and cultures are treated fairly.	1	2	3	4	5
I am taught to respect individual differences.	1	2	3	4	5
My school gives me the opportunity to explore my spiritual development.	1	2	3	4	5
At my school, there is a real sense of pride.	1	2	3	4	5
I am proud to a part of this school.	1	2	3	4	5
Transition					
I think I will be well prepared in the transition from year to year.	1	2	3	4	5
My school provides me with good information and advice about future career options	1	2	3	4	5
Academic Rigor					
My teachers provide me with challenges that I can achieve.	1	2	3	4	5
I feel confident when new topics are introduced.	1	2	3	4	5
I understand what I have been taught.	1	2	3	4	5
I am encouraged to think deeply about the important ideas I'm being taught.	1	2	3	4	5
I can work out the more important ideas in what is presented to me in class.	1	2	3	4	5
My teachers expect high standards of learning from me.	1	2	3	4	5
Feed Back					
My teachers help me to understand the mistakes I make.	1	2	3	4	5

My teachers provide me with useful feedback about my schoolwork.	1	2	3	4	5
My teachers make time to help me when I am having trouble with my learning.	1	2	3	4	5
My teachers give timely feedback about my learning.	1	2	3	4	5
My teachers show me how to do things when I am having difficulties.	1	2	3	4	5
My teachers regularly correct my work.	1	2	3	4	5
My work is returned to me promptly	1	2	3	4	5

Thank you very much

Appendix 2: Krejcie& Morgan sample size table

S	N	S	N	S	N	S	N
10	100	80	280	162	800	260	2800
14	110	86	290	165	850	265	3000
19	120	92	300	175	900	269	3500
24	130	97	320	181	950	274	4000
28	140	103	340	186	1000	278	4500
32	150	108	360	191	1100	285	5000
36	160	113	380	196	1200	291	6000
40	170	118	400	196	1300	297	7000
44	180	123	420	201	1400	302	8000
48	190	127	440	205	1500	306	9000
52	200	132	460	210	1600	310	10000
56	210	136	480	214	1700	313	15000
59	220	140	500	217	1800	317	20000
63	230	144	550	226	1900	320	30000
66	240	148	600	234	2000	322	40000
70	250	152	650	242	2200	327	50000
73	260	155	700	248	2400	331	75000
76	270	159	750	254	2600	335	100000

S= Sample size

N= Population

Appendix 3 Introductory Letter



5th April, 2022

.....

Dear Sir/Madam,

RE: INTRODUCTORY LETTER

This is to introduce the bearer MUKISA ALEX KABUGO Reg.No. 18/U/19&T0/GM&C/PD who is a student of Kyambogo University Department of Psychology, pursuing a Bachelor of Guidance and Counselling/Diploma in Guidance and Counselling , Year II and Year III.

As part of the requirements for their academic award, third year students carry out a research project in their field of study. For this purpose the above student would like to collect data on research project entitled:

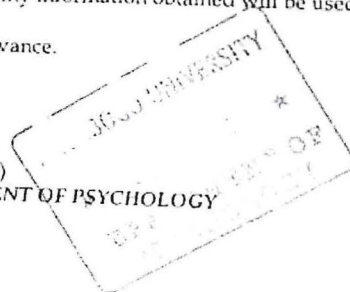
SELF CONCEPT, PARENTAL SUPPORT AND ACADEMIC SATISFACTION AMONGST STUDENTS IN SELECTED PUBLIC SECONDARY SCHOOLS IN MUKONO MUNICIPALITY, MUKONO DISTRICT.

I request that you give her/him opportunity to access the relevant information from your organisation. Any information obtained will be used for academic purposes only.

Thanking you in advance.

Yours faithfully,

Handwritten signature
 Kibedi Henry (PhD)
 HEAD DEPARTMENT OF PSYCHOLOGY



Appendix 3 Plagiarism Clearance Certificate


KYAMBOGO UNIVERSITY

P. O. BOX 1 KYAMBOGO

Tel: 041 - 4286792 Fax: 256-41-220464

Website: www.kyu.ac.ug, Email: drgt@kyu.ac.ug

Directorate of Research and Graduate Training
Office of the Director

APPENDIX 7: PLAGIARISM CLEARANCE CERTIFICATE

NAME OF STUDENT:..... *MUKISA ALEX KABUCO*.....
REGISTRATION NO:..... *18/01/1987010MCP/PA*.....
DEPARTMENT:..... *PSYCHOLOGY*.....
FACULTY /SCHOOL:..... *SOCIAL SCIENCES*.....

I, *MUKISA ALEX KABUCO*.....do hereby declare that the proposal/Dissertation of the above mentioned student titled *Self-concept, parental support and academic satisfaction amongst students in selected public secondary schools in Mukono municipality, Mukono District* has been subjected to anti plagiarism software (turnitin) and found to have similarity index of *15.7%*.....against the Senate threshold of 20%.

Name of Declarant.....

Signature.....

Designation.....

Date:.....

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SUPPORT AND ACADEMIC
SATISFACTION AMONGST
STUDENTS IN SELECTED
PUBLIC SECONDARY SCHOOLS
IN MUKONO MUNICIPALITY,
MUKONO DISTRICT

by Alex Mukisa Kabugo

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