

**PARENTAL INFLUENCE, TEACHER SUPPORT AND STUDENTS' ACADEMIC
RESILIENCE IN UNIVERSAL SECONDARY EDUCATION SCHOOLS IN
LUWERO DISTRICT, UGANDA.**

BY

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**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH
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DECLARATION

I, Justine Nansamba, hereby declare that this dissertation, titled “*Parental Influence, Teacher Support and Students’ Academic Resilience in Universal Secondary Education Schools in Luwero District, Uganda*”, is my original work and has not been submitted to any other institution for any award or degree. I affirm that this dissertation is the result of my own efforts and that all sources used have been properly cited and referenced.

Signed:.....

Date:.....

APPROVAL

We, the undersigned supervisors, hereby affirm that the dissertation study entitled “*Parental Influence, Teacher Support and Students’ Academic Resilience in Universal Secondary Education Schools in Luwero District, Uganda*”, has been conducted under our guidance and supervision. We have reviewed the dissertation and we are now satisfied with its quality and integrity. We therefore recommend that it is submitted for examination and assessment.

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DEDICATION

I dedicate this dissertation to my mother, the late Scholastic Wanyana who struggled to pay my school fees during my early years of education. I also dedicate the study to Willy Katende who inspired me to undertake this program.

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I would like to express my deepest gratitude to the Almighty God for guiding me throughout this academic journey. I am also indebted to my supervisors, Dr Joseph Rwothumio and Dr Wilson Mugizi, who dedicated their time and expertise to guide me throughout this study and whose support and encouragement have been invaluable.

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ABSTRACT

This study investigated the effect of parental influence on students' academic resilience moderated by teacher support in Universal Secondary Education schools in Luwero District, Uganda. Specifically, the study examined the effect of parental influence on students' academic resilience, assessed the influence of teacher support on students' academic resilience, and tested the moderating role of teacher support on the effect of parental influence. Figure 1: Conceptual Framework on students' academic resilience in Universal Secondary Education schools in Luwero District. Employing a quantitative approach, this study utilized a correlational research design. A self-administered questionnaire was used to collect data from a sample of 323 senior secondary school students, selected through simple random sampling. The data were analysed using descriptive statistics and Partial Least Squares Structural Equation Modelling (PLS-SEM), providing insights into the complex relationship between parental influence, teacher support, and students' academic resilience. The findings revealed that parental influence and teacher support had a positive and significant influence on academic resilience while parental influence moderated by teacher support had a positive but insignificant influence on academic resilience. The findings led to the conclusion that parental influence is crucial for students' academic resilience, teacher support is essential for students' academic resilience, and equal emphasis on parental support and teacher support does not necessarily lead to students' academic resilience. The study recommends that Head teachers should establish programs aimed at sensitizing parents about the significant influence they have on their children's educational experiences, focusing on cultivating parental sensitivity and responsiveness to learners needs, Head teachers should sensitize teachers to provide comprehensive support to learners by fostering a supportive learning environment, encouraging them to be invested in their students, showing positive regard, and be accessible, and Head teachers should prioritize parental influence over teacher support when promoting students' academic resilience, as parental influence may have a more profound impact on fostering resilience.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The concept of resilience describes a learner's psychological prowess to withstand stress and adversity (Radhamani & Kalaivani, 2021). Academic resilience is concerned with how learners manage day-to-day challenges in their academic endeavours indicated by active problem-solving and support seeking behaviours. Students who are academically resilient are hopeful, confident, relaxed, and collaborative. Such learners persist on their school activities, have morale for education, desire learning and have high academic self-esteem (Frisby & Vallade, 2021). Therefore, academic resilience is important for successful learning. Accordingly, it is important to examine the predictors of academic resilience of learners. In this study, it is conceived that parental influence and teacher support promote academic resilience of students. This study investigated how parental influence moderated by teacher support influence students' academic resilience in Universal Secondary Education schools in Luwero District, Uganda.

1.2 Background to the study

This perspective of the research on parental influence and students' academic resilience moderated by teacher support covers four perspectives that are historical, theoretical, conceptual and contextual.

1.2.1 Historical Background.

The term resilience was first used by psychologists such as Rutter (1964) and Bowlby (1969) in the United States of America (USA) to refer to positive adjustment when confronted with adversity in the 1960's. Subsequently, the concept was applied in education to describe

students who manage to achieve good academic results despite considerable risks to their educational success (Wills & Hofmeyr, 2019). Stories of students that have excelled against all odds are reported in different places. The explanation for such performance despite obvious individual and environmental challenges is academic resilience (Mwangi et al., 2017). In spite of challenges associated with growing up in vulnerable families, the resilient overcome all odds to display positive development hence success in the education arena (Sattler & Gershoff, 2019). Since the beginning of the 21st century, the concept of academic resilience has attracted growing interest in the school settings because of its association with positive achievement and school-related adaptation (Romano et al., 2021).

In the Western World countries of the United States of America and Europe, resilience issues rotate around advancing interests of disadvantaged children. In the USA, resilience has been increasing indicated by school completion. For instance, between 2010 and 2019, school student completion has been high due to the lowering rates of high school dropout during the years except for Pacific Islanders. The situation has remained the same in none whites with the highest (9.9%) in New Hampshire, followed by Alaska and Louisiana (9.6%) high above 5.1% which is the overall rate (Bouchrika, 2023). In other nations, such as the Netherlands, Norway, Denmark, Estonia, Finland, Germany, Ireland, and Slovenia, between 30 to 50 per cent of underprivileged students are considered resilient. This means that the remaining percentage which is high is not resilient (Agasisti, 2018). In a study in Czech schools, Nečasová (2021) indicated an increased rate of resilience among students. Parental influence in terms of respect of learners and appreciating them strongly promoted learners' resilience.

In Asian countries, Hong Kong (53%) and Macao (52%) both in China have greater resilient students' levels. In other Asian countries such as Japan, Korea, Singapore, Taiwan and

Vietnam, between 30 to 50 per cent of the marginalised students are resilient. This means that low resilience is also a challenge in those countries. However, in African countries, resilience levels are low in extreme levels. For instance, in Algeria and Tunisia resilience of students from disadvantaged families is at less than 1 per cent (Agasisti, 2018). Low resilience is revealed by a number of issues such as school dropout and violence. In a country like Togo, 87 per cent of the learners are expected to complete lower secondary (Sefa-Nyarko et al., 2018). In Nigeria, low resilience is indicated by counterproductive behaviours of students including drug abuse at 39.0 per cent (Idowu et al., 2018), physical violence at 85 per cent and psychological violence at 50 per cent in schools (Fawole et al., 2018). In Kenya, bullying, physical violence (Itegi, 2017) and increased arson cases in schools (Wang & Kuo, 2019) are indicators of low academic resilience of students.

In Uganda low resilience is a big challenge among secondary schools. The challenges demanding students' resilience include unrealistic expectations, bullying, body shaming, and mixed feelings during adjustment especially during transition from primary to secondary school that hinder students from investing their energy in learning (Kwarikunda et al., 2023). While it is easy for a student to join a secondary school, due to low resilience it is hard to keep in school for the first three years. For instance, in 2017 secondary school transition dropout rate was 38.9 per cent although better than in 2016 at 44.5 per cent (Oketch, 2020). The Ministry of Education in 2019 reported that of the 209,432 secondary school entrants of 2017, with in the first term 32 per cent dropped out (Kwarikunda et al., 2023). Furthermore, due to low resilience levels, a study by Oketch (2020) reported that in Uganda, students who enter senior one during their first two terms score poorly, with 58% of them scoring below 50 per cent or average. In universal secondary education schools, there are low resilience

indicators among students that include substance abuse, physical violence, theft, and sexual immoralities (Mugizi et al., 2022). The above challenges indicate low copying behaviour or low resilience among students in Universal Secondary Education schools in Uganda. While in a study in Czech schools, Nečasová (2021) indicated that parental influence and teacher support had an influence on students' resilience, this had not been verified in the contexts of schools in Uganda. This attracted the need to examine these aspects in relation to students' resilience in the context of schools in Uganda further examining how teacher support moderated parental influence.

1.2.2 Theoretical Background.

The Attachment Theory by Bowlby (1969) underpinned the study. The Attachment Theory postulates that children form relationships with important attachment figures (Demirtaş, 2019). The attachment relationship can be secure with individuals feeling competent and considering others trustworthy or insecure which makes them consider themselves as incompetent and regard others as not trustworthy (Demirtaş, 2019). Secure attachment involves supportive relationships encompassing attachment figures being sensitive, offering reliable attendance and responsiveness to the children's needs (Juffer et al., 2023). The attachment theory shows that support to children from attachment figures such as parents can be in terms of being sensitive to their needs, reliable attendance and responding to their needs. In schools, teachers can also be attachment figures. Teachers that are supportive make learners feel comfortable and safe and offer them security essential for social and academic skills (Kim et al., 2022). Metheny et al. (2008) indicated that teacher support encompasses teachers being invested in students, having positive regard, higher expectations and being

accessible to them. This study investigated how parental influence and teacher support influence students' academic resilience.

1.1.3 Conceptual Background.

Academic resilience is the dependent variable while parental influence is the independent variable and teacher support the moderating variable. Academic resilience is the capacity to overcome acute adversity likely to be a major threat to a student's educational progress (Chisholm-Burns et al., 2019). It is the tendency of heightened likelihood of success in school and other life accomplishments by some individuals despite environmental adversities brought about by early traits, conditions, and experiences (Martin et al., 2022). In this study, academic resilience was defined basing on the measures by Cassidy (2016) to refer to perseverance, help-seeking behaviour, and positive affect of a student. For parental influence, it relates to the development of characteristics and capabilities in the child and influencing their actions (Hardie, 2022). Basing on the Attachment Theory, parental influence was defined as referring to parental sensitivity, reliable attendance and responsiveness to their children's needs to shape a child (Blake & Norton, 2014). With respect to teacher support, it refers to the students' perception that their teachers care, respect, understand and are willing to help them (Yu & Singh, 2018). Operationally, as conceived by Metheny et al. (2008), in this study teacher support referred to teachers being invested in students, having positive regard for students, higher expectations and being accessible to them.

1.2.3 Contextual Background.

Universal secondary education (USE) schools in Luwero District were context of the study. Luwero District is predominantly a rural area that is economically backward with majority of the families living in dire poverty conditions with limited basic needs and lack of essential

amenities like electricity and clean water necessary for education success of students (Somji, 2020). The district was largely destroyed by the war that took place in the area between 1981 and 1985. Due to the war, tens of thousands of civilians were killed, arrested, tortured, raped and property destroyed subjecting people in the area to extreme trauma (Musisi & Kinyanda, 2020). Up to today, Luwero District has not recovered from the destruction caused by the war. The traumas and scars resulting from the war are still visible due to poverty and infrastructure ruins that have not been restored since the war (Kinobe, 2021). Therefore, students from such a District are disadvantaged hence to be successful in education they need to be resilient.

To ensure successful learning in the schools, efforts have been made to establish conditions necessary to enhance resilience of students. In the District, there are 14 Universal Secondary Education schools meant to provide free education to children from less privileged families (Luwero District list of schools, 2023). The government has established good infrastructure for the schools and most of them are connected to the national electricity grid and equipped with facilities such as computers and laboratories (Uganda Communications Commission [UCC], 2019). Organisations such Raising Voices Uganda have also stepped in to raise awareness of the importance of parental and teacher support to students (Kyegombe et al., 2017). Despite this effort resilience of learners seemed to be poor indicated by poor performance of students. For instance, none of the schools appears in the best 10 performing schools in Uganda Certificate of Education results (Nsimbi, 2023; Too, 2021). In addition, school dropout was high and there were issues like drug abuse and absenteeism in the schools (Nabugoomu, 2019). All these challenges pointed to low academic resilience in the schools. However, literature search revealed lack of empirical studies on the same in the District and

Uganda at large. This attracted the need for this study to investigate academic resilience in the schools investigating how parental influence moderated by teacher support influenced students' academic resilience in Universal Secondary Education schools in the district.

1.3 Statement of the Problem

Students' academic resilience is important as far as education success of a learner is concerned. Academically resilient students are competent, inherently motivated, hopeful, self-confident, and adjust fast to their environment. Such students show concern, are focused to overcoming challenges, maintain relationships, are determined and assertive. These traits influence progressive academic achievement (Kelly & Ileri, 2022). In an effort to promote education in the country, academic resilience building measures were put in place. For instance, the government established free government Secondary schools (Universal Secondary Education schools) to provide education to children from less privileged families, established good school infrastructure and connected most of the schools to national electricity grid and equipped with facilities such as computers and laboratories (Uganda Communications Commission, 2019). In addition, organisations such as Raising Voices Uganda were raising awareness of parents and teachers about learners' support (Kyegombe et al., 2017).

Despite the effort above, resilience of learners remained low indicated by poor academic performance (Nsimbi, 2023; Too, 2021), drug abuse and absenteeism of learners (Nabugoomu, 2019). For example, with respect to academic performance, in the years 2020-2024, less than five percent of the senior four candidates in each of the schools that were included in this study passed in grade one (UNEB Results 2020-2024). The Uganda Youth Development Link 2018 Baseline Survey on Substance Abuse revealed that 23.7% of youth

in Luwero District engaged in substance abuse. Relatedly, the 2019 Uganda National Mental Health Survey revealed that 12.1% of the youth in Luwero District used illicit substances. If the challenge of low resilience amongst students persisted, poverty would persist among the rural poor leading to crime increase and poor wellbeing. To address the problem, this study investigated the level of resilience among students in the Secondary schools in the district and how it was influenced by parental influence moderated by teacher support.

1.4 Purpose of the study

This study investigated the effect of parental influence on students' academic resilience moderated by teacher support in Universal Secondary Education schools in Luwero District, Uganda.

1.5 Objectives of the Study

The study sought;

- i.** To examine the effects of parental influence on students' academic resilience in Universal Secondary Education schools in Luwero District, Uganda.
- ii.** To assess the influence of teacher support on students' academic resilience in Universal Secondary Education schools in Luwero District, Uganda.
- iii.** To test the moderating role of teacher support on the effect of parental influence on students' academic resilience in Universal Secondary Education schools in Luwero District, Uganda.

1.6 Research Hypotheses

- i.** Parental influence has a significant influence on students' academic resilience in Universal Secondary Education schools in Luwero District.

- ii. Teacher support has a significant influence on students' academic resilience in Universal Secondary schools in Luwero District.
- iii. Teacher support has a significant moderating role on the effect of parental influence on students' academic resilience in Universal Secondary Education schools in Luwero District.

1.7 Significance of the Study

This study is likely to significantly contribute to policy, institutions and body of knowledge. To policy, it might provide information to policy makers such as the executive and parliament, about how parental and teacher support influence students' academic resilience. This might be the basis for making policies geared at promoting parental and teacher support to promote academic resilience of students. To institutions such as schools, the findings might provide information that can be used to promote academic resilience of students in schools. To the body of knowledge, the study will add new knowledge required by researchers and scholars on parental and teacher support and students' academic resilience in Universal Secondary Education schools. This might be the basis for further research on the relationship between the variables.

1.7 Scope of the Study

1.7.1 Geographical Scope.

The scope comprised the geographic, content and periodic scope. The geographical scope was Luwero District in Central Uganda. The headquarters of the district is in Luwero which is about 75 kilometres from Kampala on the highway to Northern Uganda. Luwero District comprises of the Counties Katikamu and Bamunanika. This area was selected for the study

because it suffered vulnerability as a result of war of 1981 to 1985 in the area which left the district impoverished up to today.

1.7.2 Content Scope.

The content scope was on parental influence, teacher support and students' academic resilience. Parental influence was considered in terms of parental sensitivity, reliable attendance and responsiveness to children's needs. Teacher support was studied looking at teacher investment in students, positive regard, high expectations and accessibility. Academic resilience was studied looking at students' perseverance, help-seeking behaviour and positive affect of a learner.

1.7.3 Periodic Scope.

The period scope was the months of March to April 2024. This was because this study was cross-sectional looking at what is taking place about the study problem at the time. This time was selected because during the time students were at school. Therefore, at that time the students were around to provide data.

1.8 Conceptual Framework

The conceptual framework (Figure 1.1) here under describes the association between the variables. The framework shows that parental influence moderated by teacher support influence students' academic resilience.

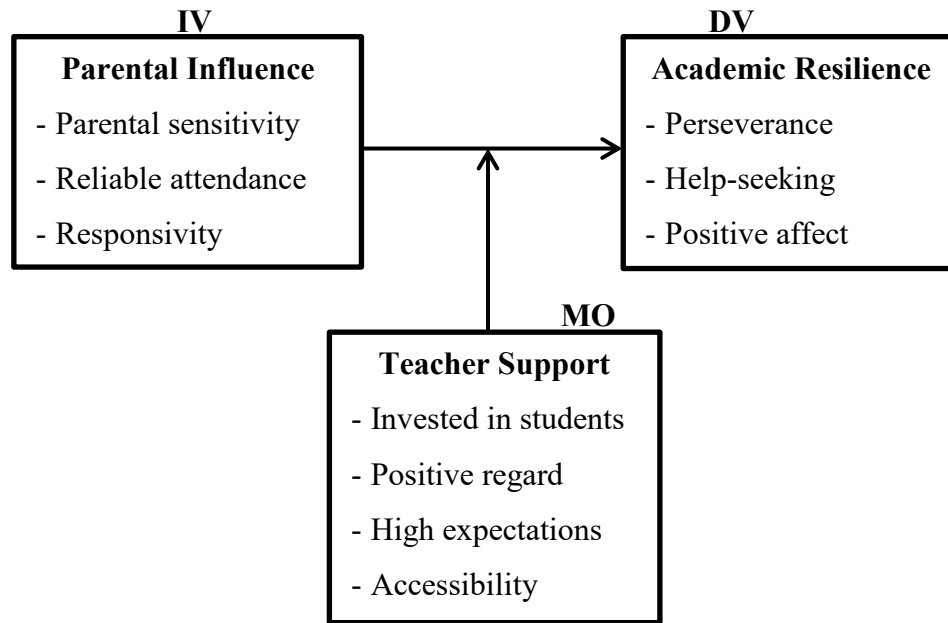


Figure 1.1: Conceptual Framework

Source: Developed basing on concepts adopted from Blake and Norton (2014), Cassidy (2016), and Metheny et al. (2008).

The conceptual framework (Figure 1.1) shows that parental influence influences students' academic resilience. The framework shows that parental influence is in terms of parental sensitivity, reliable attendance and responsivity to children's needs. The framework further shows that the effect of parental influence on students' academic resilience is moderated by teacher support. Teacher support is in terms of the teacher being invested in students, having positive regard and high expectations for them and being accessible. Academic resilience covers students' perseverance, help-seeking behaviour, and positive affect.

1.9 Operational Definitions

Academic resilience: In this study, this refers to perseverance by students, help-seeking behaviour, and positive affect of learner.

Parental influence: Operationally, this refers to parental sensitivity, reliable attendance and responsiveness to their children's needs.

Teacher support: In this study, teacher support refers to the teacher being invested in students, having positive regard for students, high expectations and being accessible to them.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review chapter provides an in-depth analysis of existing research on parental and teacher support and their impact on academic resilience, encompassing both theoretical and empirical studies review. This helped to show the linkages between the variables and identifying the gaps this study covered.

2.2 Theoretical Review

The section is an analysis of the Attachment Theory by Bowlby (1969) and how it informed this study. The Attachment Theory postulates that children form relationships with important attachment figures (Demirtaş, 2019). Attachment is a pattern of care searching behaviour by a person that believes he or she is incapable of handling life than the person he or she is seeking care from (Johnson, 2019). Attachment is an enduring tie with a person who provides security. Accordingly, people are predisposed to develop attachment links from which they can obtain safety and wellbeing. The attachment individual offers a secure foundation for the individual. The attachment relationship can be secure with individuals feeling competent and considering others trustworthy or insecure which makes them consider themselves as incompetent and regard others as not trustworthy (Demirtaş, 2019). Individuals with secure attachment exhibit a positive sense of self and others, and are resourceful in securing necessary help when desired (Thompson et al., 2018).

Secure attachment is a significant antecedent to an individual's resilience amidst stress and difficulties. Attachment security increases resilience and improves mental health (Thompson et al., 2018). Secure attachment involves supportive relationship encompassing attachment

figures being sensitive, offering reliable attendance and responsiveness to children's needs (Juffer et al., 2023). With respect to those who develop insecure attachment, they develop tendencies of being preoccupied (anxious), dismissing (avoidant) or fearful (disorganised). Individuals that are insecure exhibit an inferiority complex hence consider others to be better than them, are highly independent and find it hard to trust others. When stressed, such individuals find it hard to seek help opting to depend on themselves (Thompson et al., 2018). The attachment theory showed that support to children from attachment figures such as parents can be in terms of being sensitive to their needs, reliable attendance and responding to their needs.

In schools, teachers can also be attachment figures. Teachers that are supportive make learners feel comfortable and safe and offer them security essential for social and academic skills (Kim et al., 2022). When teachers develop good relationship with students, classrooms become places of comfort making it possible for learners to become academically and socially engaged in fruitful ways. Positive bondages between teachers and students is exemplified by closeness, warmth and positivity (Igwebuike et al., 2022). Teacher support is associated with care, understanding, recognition and assisting students (Onzi et al., 2023). Metheny et al. (2008) indicated that teacher support encompasses teachers being invested in students, having positive regard, high expectations and being accessible to them. This might enhance resilience of students. All in all, the Attachment Theory suggested that support attachment figures such as parents and teachers enhanced resilience of students. Therefore, this study examined how parental influence and teacher support influence students' academic resilience.

2.3 Conceptual Review of Academic Resilience

Academic resilience denotes academic success in spite of chronic socio-educational adversity. Therefore, it is the increased chance of success with academics in spite of environmental challenges as a result of past experiences and conditions (Martin, 2022). Examples of adverse conditions students have to be resilient about include low socio-economic status, hard life and poor educational background (Duby et al., 2022). Academically resilient students are competent, naturally motivated, hopeful, confident, and adjust quickly to their environment. Such students show concern, are solution oriented, show sense of friendship, determination, assertiveness, and possess appropriate and suitable communication skills (Kelly & Ireri, 2022). Students who are academically resilient possess good relational skills, high academic self-efficacy, love school, and have high expectations. Resilient students reconnect and remain determined despite challenges. Resilient students withstand stressors, have higher levels of motivation, and post good performance in spite of the difficulties they encounter (Romano et al., 2021).

Resilient students have personal agency which directs their motivation and helps them to sail through despite academic barriers (Mwangi et al., 2017). Resilient students overcome obstacles, withstand pressure and face challenges they encounter that pause the likelihood of hindering their success. Resilient students post good grades even after being confronted with stressful conditions and situations that should actually lower their performance and even make them leave school (Radhamani & Kalaivani, 2021). Therefore, students with high academic resilience largely become academically successful.

2.4 Review of Related Literature

2.4.1 Parental Influence and Students' Resilience.

A number of studies have examined the relationship between parental influence and students' academic resilience. For example, Chatlos et al. (2022) investigated how parental factors related to resilience of learners in a rural set up in the United States of America. The results showed that parents who supported their children created stronger resilience in them. In their study, Chen et al. (2018) examined the influence of parental support on resilience of academically gifted students of two highly competitive secondary schools in a metropolitan city in southern China. The study established that parental support had no significant influence on students' resilience. On their part, Kwarikunda et al. (2023) explored how individual, environmental and family factors contributed to resilience of senior two learners in secondary schools in Masaka District Uganda. Their findings indicated that parental influence with parents who created some time, and a safe place to address their children's psychological needs positively contributed to students' academic resilience.

In their empirical study, Mwangi et al. (2017) examined the combined influence of external protective factors on academic resilience of form three students among secondary school students in Kiambu County, Kenya. The study indicated that external protective factors that include such factors as parental influence were strong correlates of students' academic resilience. In a study involving Czech schools, Nečasová (2021) assessed link between preferred coping strategies and resilience of students using year two and three secondary schools. The finding indicated that parental influence in terms of parents who respected their children and were happy to have them had a positive and significant influence on students' academic resilience. In a review, Radhamani and Kalavani (2021) examined academic

resilience among students at national and international level using thirty studies. Their review indicated that strong support family systems (parental support) were positively and significantly related to students' academic resilience. The studies above suggested that significant effort has been devoted to examining the effects of parental influence on students' resilience.

Despite the existing literature, several gaps and inconsistencies emerged. For example, while most studies found a significant relationship between parental support and students' academic resilience, Chen et al. (2018) reported contradictory findings, highlighting the importance of considering each study's unique context. Additionally, with the exception of Kwarikunda et al.'s (2023) study in Uganda, all other studies focused on populations outside Uganda, emphasising the need for more research in this specific context. Furthermore, methodological gaps were identified, such as Radhamani and Kalaivani's (2021) review study, which underscored the need for more empirical investigations. These gaps and inconsistencies justified the need for the present study, which aimed at addressing these limitations and contributed to a deeper understanding of the relationship between parental and teacher support, and academic resilience among secondary school students in Uganda.

2.4.2 Teacher Support and Students' academic Resilience.

Different scholars have related teacher support to students' academic resilience. For instance, Mu et al. (2017) investigated the contribution of Chinese inclusive education teachers on resilience process of students. The study revealed that teachers who provided strong support built the academic resilience of the students. In their study done in secondary schools in Masaka District Uganda involving senior two students, Kwarikunda et al. (2023) examined how individual, environmental and family factors contributed to students' academic

resilience. Their finding indicated that teachers who are more caring, compassionate, and open to conversations in which students could talk their challenges promoted students' academic resilience.

In a review, Ma (2021) assessed the role of teachers' teacher autonomy support on students' academic resilience. The review indicated that autonomy-supportive teachers that provided clues and feedback, praised learners and helped them to comprehend their tasks better and learn the lessons better influenced academic resilience of learners. In a study done in Kenya, Mwangi et al. (2017) analysed the combined influence of external protective factors on academic resilience of form three students among secondary school students in Kiambu County, Kenya. The study showed that external protective factors that included such teacher support strongly correlated with students' academic resilience. In a study assessing link between preferred coping strategies and resilience of students using year two and three secondary schools in Czech schools, Nečasová (2021) established that school influence which obliquely pointed to teachers had a positive and significant influence on students' academic resilience.

Permatasari et al. (2021) analysed the influence of perceived social support of families and teachers on academic resilience cadets at Marine Science Polytechnic in Makassar city in Indonesia. The results suggested that teacher support significantly contributed to students' academic resilience. In their review involving thirty studies, Radhamani and Kalaivani (2021) examined academic resilience among students at national and international level. Their analysis showed that perceived teacher emotional support was positively and significantly related to students' academic resilience. In a study involving Italian high school students, Romano et al. (2021) examined the link between perceived teacher emotional

support and academic resilience of the students. The study results showed that perceived teacher emotional support was strongly and positively associated with academic resilience of learners. Rosenberg et al. (2018) examined how teacher support to secondary school students in terms of care, reassurance, emotional, belongingness and distracting them enhanced their academic resilience in the war prone Israel-Gaza border areas. Their qualitative findings indicated that teacher support contributed to resilience of students.

While the existing literature had made significant strides in exploring the relationship between teacher support and students' academic resilience, notable gaps remained. Contextually, majority of the studies were conducted outside Uganda, with only one study by (Kwarikunda et al., 2023) focusing on the Ugandan context, highlighting the need for further research in this area. Methodologically, the reliance on review studies (Ma et al., 2021; Radhamani & Kalaivani, 2021) underscored the need for more empirical investigations to deepen into the understanding of this relationship. These contextual and methodological gaps provided a compelling rationale for the present study, which aimed at addressing these limitations and contributed to a more comprehensive understanding of teacher support and students' academic resilience in the Ugandan context.

2.4.3 Parental Influence and Academic Resilience Moderated by Teacher Support.

There has been effort to test the moderating role of teacher support on the effect of parental influence on academic resilience of students. For example, Li (2017) examined how parental and school involvement (teacher) effected academic resilience of 11th grade Chinese students in two large provinces. The study indicated that the interaction between parental and teacher support significantly contributed to academic resilience of learners. In their study, Permatasari et al. (2021) analysed the influence of perceived social support of families and

teachers on academic resilience cadets at Marine Science Polytechnic in Makassar city in Indonesia. The results indicated family (parent) and teacher support has a positive significant interactional contribution to students' academic resilience.

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

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter examines the methodological approaches employed in conducting this study. It provides a detailed examination of the research strategies and approaches utilised, the population and sample selection, sampling procedures, variable measurement, data quality control, data management and analysis, as well as the ethical considerations that guided the research process.

3.2 Research design

This study employed a correlational research design, a statistical method used to examine relationships within a single population or between variables of interest (Siedlecki, 2020). This design enabled the investigation of the relationships between the study's variables, providing insight into their interconnection. Thus, the study utilised the quantitative approach, involving the collection and analysis of numerical data to conduct inferential statistical analysis. This approach allowed for the examination of patterns and trends within the data, providing a comprehensive understanding of the relationships between the variables. The design and approach enabled identifying and quantifying the relationships between the variables, contributing to a deeper understanding of the linkages between the variables.

3.3 Study population

Senior four students numbering 2052 (Schools Records, 2023) formed the population of the study. Senior four students were selected to form the study population because they were

considered to have been resilient hence able to persist in school up to the end of lower secondary education.

3.4 Sample size

A total of 324 students comprised the sample size for the questionnaire survey, which was determined using the sample size determination table by Krejcie and Morgan (1970). This table provides guidelines for calculating the appropriate sample size based on the population size. To ensure representativeness, the sample was selected proportionally from each school, relative to the population size of each school in relation to the others. The formula used to calculate the sample size was:

$$n_1 = \frac{\text{size of entire sample}}{\text{target population}} \times \text{sample size}$$

This formula ensured that the sample size was adequate and representative of the population, allowing for reliable and generalizable findings. By using a proportionate sampling strategy, the study aimed to capture the diversity of the population and minimize bias, thereby enhancing the validity and reliability of the results.

For example, the sample for Bombo Army SS was as follows:

$$n_1 = \frac{385}{2052} \times 324 = 60.$$

Table 3.1: Population and Sample for Survey Data

Population	Senior Four Population	Proportionate Sample
Bombo Army SS	385	60
Buzzibwera SS	87	14
Kalasa College School	78	12
Luteete SS	228	36
Luweero Seed SS	74	12
Mazzi Voc SS	51	08
Mpigi SS	112	18
Semu Muwanguzi SS	58	9
St John's Nandere SS	183	29
St Kalori Lwanga SS Mulajje	122	19
St Kizito Katikamu Kisule SS	220	35
St Andrew Kagawa's.SS	127	20
Target Community College	158	25
Wakatayi SS	169	27
Total	2052	324

Source: (Schools Records, 2003)

3.5 Sampling Techniques

Simple random sampling was employed for sample selection, a probability sampling technique that offers an equal chance of selection to every individual in the population, thereby enabling generalization of the findings. This method was chosen to ensure that the sample was representative of the population, and to minimize bias. A sampling frame, generated using Excel, comprising the names of senior four students was used to select the simple random sample. This approach ensured that each student in the population had an equal probability of being selected, resulting in a sample that was truly representative of the population (Siedlecki, 2020). By using simple random sampling, the study aimed at increasing the external validity of the findings, allowing for reliable inferences to be made about the population.

3.6 Data Collection Instrument

This study employed a self-administered questionnaire (SAQ) to collect data from learners. The SAQ consisted of four sections: A (background characteristics), B (academic resilience, the dependent variable), C (parental influence, the independent variable), and D (teacher support, the moderating variable). Sections B to D drew on existing tools developed by earlier scholars, including measures of academic resilience (Cassidy, 2016), help-seeking behaviour (Payakachat et al., 2013), and positive affect (Fathiyah et al., 2019). Parental influence was assessed through measures of parental influence covering, sensitivity, reliable attendance (Tanaka, 2020), and responsiveness to learners' needs (Anikiej-Wiczenbach & Kaźmierczak, 2021). Teacher support was evaluated through measures of teacher investment in learners, positive regard, high expectations (Metheny et al., 2008), and accessibility to learners (Metheny et al., 2008; Wong et al., 2018). All measures employed a five-point frequency Likert scale, ranging from 1 (Never) to 5 (Always), with intermediate anchors of 2 (Rarely), 3 (Sometimes), and 4 (Often).

3.7 Procedure of data collection

The data collection process followed a systematic process. Following approval of the research proposal by the supervisors and successful 'defence' at the faculty, the next step was to obtain a letter of authorization for data collection from the Directorate of Research and Graduate Training at Kyambogo University. This letter was then presented to the Head teachers of the selected schools, facilitating access to the students. The researcher personally collected all the data from the schools, ensuring a systematic and rigorous data collection process.

3.8 Data Quality Control

To ensure data quality, validity and reliability tests were conducted on the collected data. Given that the data collection tool was adapted from existing instruments developed by previous scholars, its initial validity and reliability had already been established. However, to confirm the integrity of the data, validity and reliability calculations were performed as follows:

3.8.1 Validity.

To evaluate the validity of the data, convergent and discriminant validity tests were conducted. Convergent validity, which assesses whether the constructs effectively measure the intended variable, was examined using Average Variance Extracted (AVE). Discriminant validity, which determines whether the constructs are distinct and independent, was evaluated using Heterotrait Monotrait (HTMT) ratio correlations. Table 3.2 presents the validity results.

Table 3.2: Validities

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

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

The results showed that the AVE values exceeded the recommended threshold of 0.50, indicating adequate convergent validity. Additionally, the HTMT ratio correlations were below the maximum threshold of 0.90, supporting discriminant validity. These findings suggest that the constructs demonstrated sufficient convergent and discriminant validity, providing confidence in the accuracy and distinctness of the measured variables (Hair Jr. et al., 2021). However, it should be noted that the measures, namely positive affect for the dependent variable and reliable attendance for the independent variables did not attain discriminant validity. These were thus excluded from subsequent analyses because their indicators were deemed not reliable.

3.8.2 Reliability.

Reliability was assessed using two measures: Cronbach's alpha and composite reliability. These tests evaluate the internal consistency and inter-item correlation of the study items, providing an indication of their reliability. Composite reliability was employed in addition to Cronbach's alpha because it offers greater flexibility, as it can accommodate outer traits and enable more indicators (items) to be considered reliable (Hair Jr. et al., 2021). This approach allowed for a more comprehensive evaluation of the reliability of the study's measures. Reliability values are presented in Table 3.3.

Table 3.3:Data Reliability

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

The reliability results presented in Table 3.3 demonstrate that all composite reliability values exceeded the recommended threshold of 0.70 (Hair Jr. et al., 2021), indicating a high level of internal consistency among the indicators for each construct. This suggested that the measures used to operationalize the variables were reliable and produced consistent results. Furthermore, the high inter-item correlations among the indicators imply that the data collected was reliable. Table 3.3 also presents the results of the collinearity diagnostic test, which was conducted to detect the presence or absence of multicollinearity among the predictor variables. Multicollinearity occurs when two or more independent variables exhibit a high correlation, leading to unstable regression estimates. To assess this, the Variance Inflation Factor (VIF) was computed, with values above 0.5 indicating no multicollinearity (Hair et al., 2021). As shown in Table 3.3, all VIF values exceeded this threshold, indicating that the independent variables were not highly correlated and did not exhibit multicollinearity. Therefore, the linear test results were accurate.

3.9 Data Management

Data management encompassed two primary stages: data processing and analysis. The processing stage involved data coding and entry, followed by data summarization into frequency tables to identify errors and facilitate editing. This included addressing missing data and removing outliers. Subsequently, the data underwent descriptive and inferential statistical analyses using SPSS and SmartPLS 4, respectively. Descriptive statistics, such as frequencies, percentages, and means, were employed to provide an overview of the data. Inferential statistics, specifically Partial Least Squares Structural Equation Modelling (PLS-SEM), were utilized to examine the relationship between the independent and dependent

variables, as well as the moderating effect of the moderator variable. Bootstrapping was employed to enhance the robustness of the PLS-SEM analysis hence presenting of path estimate results.

3.10 Ethical Considerations

This study adhered to rigorous research ethics guidelines, prioritizing the well-being and rights of participants. Informed consent was obtained from students aged 18 and above, while permission was sought from and Headteachers for minors to participate. Anonymity was ensured by keeping students' identities confidential, and confidentiality was maintained by reporting findings in aggregate form, without linking data to individual respondent. Furthermore, the study struck a balance between risks and benefits by ensuring that participation was voluntary, with no coercion or pressure exerted on students. The dissemination of results, in addition to this monograph, will be published in open-access journals, allowing schools to benchmark and benefit from the findings.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the finding of the study on parental influence on students' academic resilience moderated by teacher support in Universal Secondary Education schools. The presentation of the findings is structured as follows: first, the response rate and demographic profiles of the participants are reported. Next, the results pertaining to the dependent variable, students' academic resilience, are presented. The subsequent sections are organized according to the study objectives, with findings on parental influence, teacher support, and the moderating effect of teacher support on parental influence and students' academic resilience presented under their respective subthemes. This chapter provides a comprehensive analysis and interpretation of the study's findings, offering insights into the complex relationships between these variables and their impact on students' academic resilience.

4.2 Response Rate

The study achieved an exceptionally high response rate, with fully completed questionnaires received from 323 out of 324 senior four students (99.7%). This indicates that virtually all planned participants provided usable data, resulting in a highly representative sample. Moreover, according to Pielsticker and Hiebl (2020), a response rate of 50% is considered sufficient in social science research, making the current study's response rate notably robust. This high response rate enhances the reliability and generalizability of the findings, providing a strong foundation for the study's conclusions.

4.3 Background Characteristics of the Students

The demographic characteristics of the student participants were examined, including their sex, age, and parent/guardian's level of education. The results of this analysis are presented in Table 4.1, which provides a summary of the demographic profile of the sample. This information is essential in understanding the background and diversity of the participants.

Table 4.1: Background Characteristics of Students

Variable	Category	Frequency	Percentage
Sex	Male	138	42.7
	Female	185	57.3
	Total	323	100.0
Age group	15-18 years	241	74.6
	Above 18 years	82	25.4
	Total	323	100.0
Parent/ guardians' Level of Education	Non-formal	8	2.5
	Primary Education	91	28.2
	Secondary Education	162	50.2
	Tertiary	62	19.2
	Total	323	100.0

Table 4.1 reveals that the majority of students (57.3%) were female, while the male were 42.7%. Although the female constituted a larger percentage, the representation of the male was still substantial, with a relatively small difference of 14.6% between the two groups. This ensures that the perspectives of both male and female students were adequately captured. Regarding age, the majority (74.6%) of students fell within the 15-18 age range, while 25.4% were above 18 years old. This suggested that the study effectively targeted the intended age group, enhancing the validity of the responses obtained. Furthermore, the analysis of parents'/guardians' education levels reveals a diverse range of educational backgrounds. The highest percentage (50.2%) of parents/guardians had Secondary

Education, followed by 28.2% with Primary Education, 19.2% with Non-formal Education, and 2.2% with Tertiary Education. This diversity in parental education levels ensures that the data collected reflects the influence of parents with varying educational backgrounds, adding depth and complexity to the findings.

4.3 Students' Academic Resilience

The dependent variable in this study was students' academic resilience, which was operationalized using three distinct measures, namely; perseverance, help-seeking behaviour, and positive affect. These measures helped to comprehensively assess the resilience of students in the face of academic challenges.

4.3.1 Perseverance.

The construct of perseverance, the first dimension of students' academic resilience, was examined through seven indicators. The results presented in Table 4.2, provide a detailed analysis of students' perseverance, including frequencies, percentages, and means. Specifically, the table reveals the extent to which students exhibit persistence, determination, and hard work in the face of academic challenges as well as their ability to bounce back from setbacks and stay motivated. The findings offer valuable insights into the cognitive and behavioural aspects of perseverance, which is essential for academic success.

Table 4. 2: Perseverance

Perseverance	N	R	SO	O	A	Means
I persist on my work and I cannot give up	7 2.2	4 1.2	46 14.2	60 18.6	206 63.8	4.41
I am motivated to continue working hard because of what I want to become in future	7 2.2	19 5.9	91 28.2	65 20.1	141 43.7	3.97
I am determined to achieve my career dreams whatever case may be	23 7.1	14 4.3	41 12.7	47 14.6	198 61.3	4.19
I am always looking forward to improve my grades	27 8.4	22 6.8	78 24.1	44 13.6	152 47.1	3.84
Whenever I fail to perform well, I see it as a temporary setback	18 5.6	14 4.3	42 13.0	48 14.9	201 62.2	4.24
My thinking regarding my studies is always positive	18 5.6	12 3.7	86 26.6	68 21.1	139 43.0	3.92
I accept my teachers' feedback whether good or bad	26 8.0	19 5.9	45 13.9	27 8.4	206 63.8	4.14

Table 4.2 reveals that majority of these students (82.4%) reported persisting in their work and refusing to give up, with a mean score of 4.41, indicating a strong tendency towards persistence. Additionally, most students (70.9%) stated that they were motivated to continue working hard due to their future aspirations, with a mean score of 3.97, confirming this finding. Furthermore, a significant proportion of students (75.9%) expressed determination to achieve their career goals regardless of obstacles, with a mean score of 4.19, supporting this assertion. The students indicated that they always looked forward to improve their grades (60.7%) with 24.7% indicated that it happened sometimes and 15.2% indicated that it rarely happened. The high mean = 3.84 affirmed that they always looked forward to improve their grades.

The students indicated that whenever they failed to perform well, they saw it as a temporary setback (77.1%). The high mean = 4.24 affirmed the finding. The students revealed that their

thinking regarding their studies was always positive (64.1%). The high mean = 3.92 confirmed the finding. With respect the students accepted their teachers' feedback whether good or bad, the majority (72.2%) indicated they always did so. The high mean = 4.14 ascertained the finding. Therefore, students accepted their teachers' feedback whether good or bad. To ascertain the overall level of perseverance among the students, a composite index was calculated by averaging the responses to the seven items measuring perseverance. The resulting distribution was then examined for normality using a visual inspection of the normality graph (Figure 4.2). This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution. The graph revealed whether the data followed a normal distribution, which was essential for subsequent statistical analyses and interpretation of the findings.

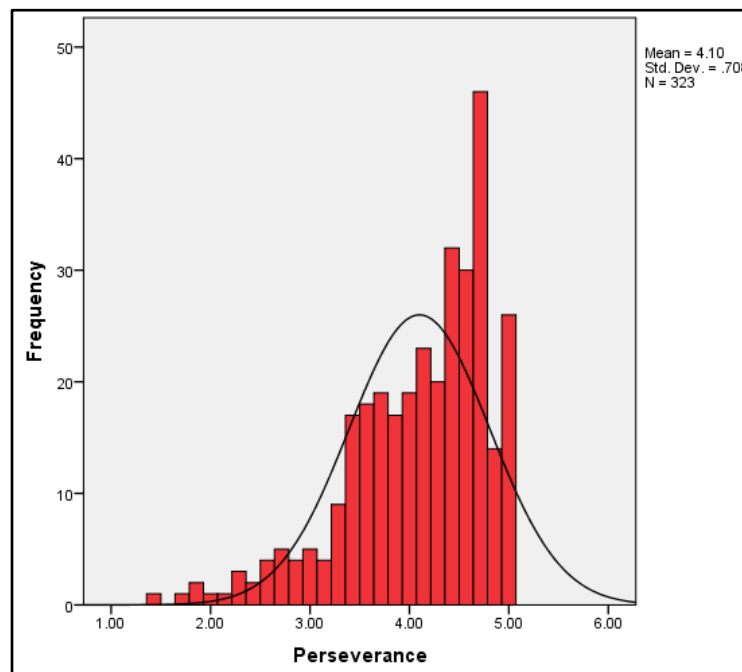


Figure 4.1:Histogram for Perseverance

Figure 4.1 displays a mean score of 4.10, indicating that students generally exhibited a high level of academic resilience. The accompanying standard deviation of 0.708 suggested a relatively tight clustering of responses around the mean, implying a high degree of homogeneity in the data. This combination of a high mean and low standard deviation suggested normality, which is visually confirmed by the normality graph. As a result, the data meets the assumptions for parametric statistical analyses, enabling the use of linear models to explore relationships between variables and test hypotheses.

4.3.2 Help-seeking behaviour.

The help-seeking behaviour dimension of student academic resilience was examined through nine indicators, and the results are presented in Table 4.3. The table provides an analysis of students' help-seeking behaviour, including frequency counts, percentages, and mean scores.

Table 4.3: Help-seeking behaviour

Help-seeking behaviour	N	R	SO	O	A	Means
I encourage myself to seek help from peers and teachers	34 10.5	18 5.6	86 26.6	51 15.8	134 41.5	3.72
I appreciate the encouragement I receive from family and friends	2 0.6	7 2.2	43 13.3	38 11.8	233 72.1	4.53
I try different ways of study with the help of peers and teachers	2 0.6	11 3.4	90 27.9	67 20.7	153 47.4	4.11
I seek help from others on how to achieve my goals	6 1.9	10 3.1	59 18.3	47 14.6	201 62.2	4.32
Whenever in need of help from teachers I seek it	7 2.2	29 9.0	87 26.9	66 20.4	134 41.5	3.90
I seek help without caring about how peers and teachers will consider my level of understanding	18 5.6	22 6.8	65 20.1	69 21.4	149 46.1	3.96
Whenever I struggle trying to do something, I ask for help from peers or teachers	10 3.1	31 9.6	92 28.5	55 17.0	135 41.8	3.85
I am confident about asking for help from peers and teachers	18 5.6	31 9.6	63 19.5	38 11.8	173 53.6	3.98
I always feel enthusiastic about completing the school assignments	7 2.2	22 6.8	79 24.5	47 14.6	168 52.0	4.07

Table 4.3 reveals that majority of the students (82.4%) reported that they encourage themselves to seek help from peers and teachers, with a mean score of 3.72, indicating a strong tendency of students towards encouraging themselves to seek help. Also, most students (83.9%) stated that they appreciated the encouragement they received from family and friends, with a mean score of 4.53, confirming this finding. Furthermore, a significant proportion of students (68.1%) indicated that they tried different ways of study with the help of peers and teachers, with a mean score of 4.11, supporting this assertion. The students indicated that they sought help from others on how to achieve their goals (78.8%) with 18.3% indicating that it happened sometimes and 5.0% indicated that they rarely sought help. The high mean = 4.32 affirmed that they sought help from others on how to achieve their goals.

The students indicated that whenever in need of help from teachers they seek it (61.9%). The high mean = 3.90 affirmed the finding. The students revealed that they sought help without caring about how peers and teachers would consider their level of understanding (67.5%). The high mean = 3.96 confirmed the finding. With respect to whether whenever students struggled trying to do something, they asked for help from peers or teachers, the larger percentage (58.8%) indicated they always did so. The high mean = 3.85 ascertained the finding. The students indicated that they were confident about asking for help from peers and teachers (65.4%). The high mean = 3.98 affirmed the finding.

The students indicated that they always felt enthusiastic about completing the school assignments (66.8%). The high mean = 4.07 affirmed the finding. To ascertain the overall level of help seeking behaviour among the students, a composite index was calculated by averaging the responses to the seven items measuring the concept. The resulting distribution was then examined for normality using a visual inspection of the normality graph (Figure

4.3). This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution. The graph revealed whether the data followed a normal distribution, which was essential for subsequent statistical analyses and interpretation of the findings.

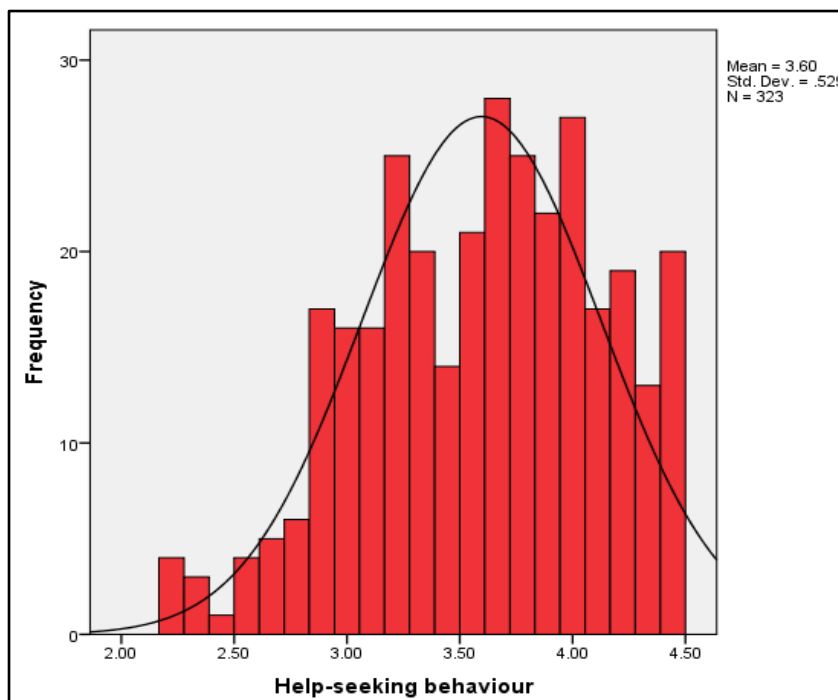


Figure 4. 2: Histogram for Help-Seeking Behaviours

Figure 4.2 displays a mean score of 3.60, indicating that students generally exhibited a high level of help seeking behaviour. The accompanying standard deviation of 0.529 suggested a relatively tight clustering of responses around the mean, implying a high degree of homogeneity in the data. This combination of a high mean and low standard deviation suggested normality, which is visually confirmed by the normality graph. As a result, the data meets the assumptions for parametric statistical analyses, enabling the use of linear models to explore relationships between variables and test hypotheses.

4.3.3 Positive affect.

The positive affect dimension of students' academic resilience was assessed through eight indicators, and the results are presented in Table 4.4. The table provides the analysis of students' positive affect, encompassing frequency counts, percentages, and mean scores. The findings provide insight into the extent to which students exhibit positive emotions despite academic hurdles.

Table 4.4: Positive affect

Positive affect	N	R	SO	O	A	Means
I feel comfortable being at school	3 0.9	1 0.3	29 9.0	22 6.8	268 83.0	4.07
Finishing my school activities and assignments makes me very happy	1 0.3	6 1.9	29 9.0	36 11.1	251 77.7	4.71
I feel motivated when I think about my prospective career		5 1.5	31 9.6	35 10.8	252 78.0	4.64
All the time I try to do my best with regard to my studies	4 1.2	4 1.2	45 13.9	58 18.0	212 65.6	4.65
I ensure that I complete my assignments even when I find them hard	4 1.2	18 5.6	77 23.8	62 19.2	162 50.2	4.46
I use a variety of study methods such as participating in discussions and reading during preps	11 3.4	8 2.5	79 24.5	65 20.1	160 49.5	4.11
I look forward to teachers' explanations especially after assignments and tests	16 5.0	42 13.0	82 25.4	54 16.7	129 39.9	4.10

Table 4.4 reveals that majority of the students (90.1%) reported that they felt comfortable being at school, with a mean score of 4.07, indicating a strong tendency of students being comfortable at school. Also, most students (88.8%) stated that finishing their school activities and assignments made them very happy, with a mean score of 4.71, confirming this finding.

Furthermore, a significant proportion of students (88.8%) indicated that they felt motivated when they thought about their prospective career, with a mean score of 4.64, supporting this assertion. The students indicated that all the time they tried to do their best with regard to their studies (83.6%) with 13.9% indicating that they sometimes tried and 2.4% indicated that they rarely tried. The high mean = 4.65 affirmed that students all the time they tried to do their best with regard to their studies.

The students indicated that they ensured that they completed their assignments even when they found them hard (59.4%). The high mean = 4.46 affirmed the finding. The students revealed that they used a variety of study methods such as participating in discussions and reading during preps (69.6%). The high mean = 4.11 confirmed the finding. With respect to whether students looked forward to teachers' explanations especially after assignments and tests, the larger percentage (56.6%) indicated they always did so. The high mean = 4.10 ascertained the finding. To ascertain the overall level of positive affect among the students, a composite index was calculated by averaging the responses to the seven items measuring positive affect. The resulting distribution was then examined for normality using a visual inspection of the normality graph (Figure 4.4). This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution. The graph revealed whether the data followed a normal distribution, which was essential for subsequent statistical analyses and interpretation of the findings.

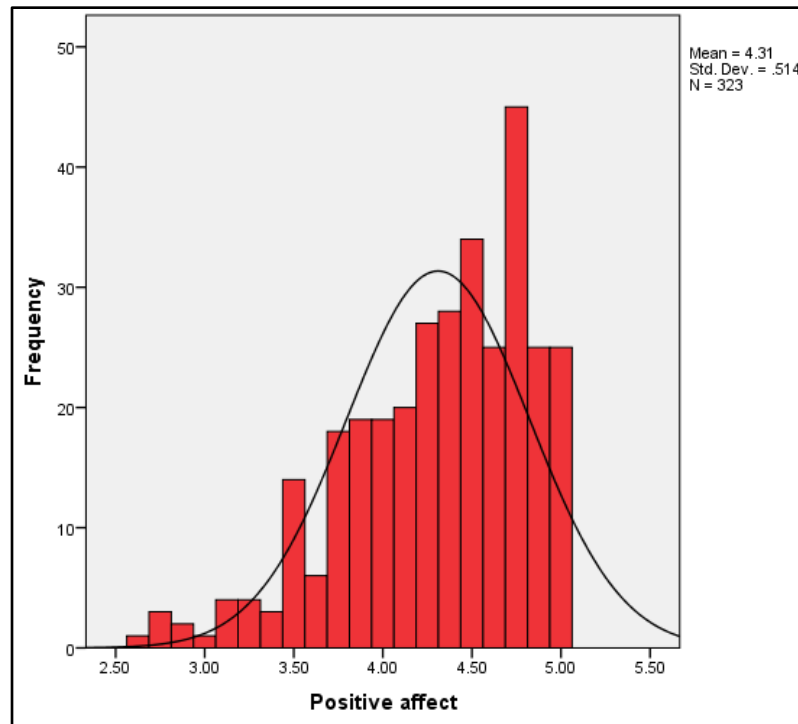


Figure 4. 3: Histogram for Positive Affect

Figure 4.3 displays a mean score of 4.31, indicating that students generally exhibited a high level of positive affect. The accompanying standard deviation of 0.551 suggested a relatively tight clustering of responses around the mean, implying a high degree of homogeneity in the data. This combination of a high mean and low standard deviation suggested normality, which is visually confirmed by the normality graph. As a result, the data meets the assumptions for parametric statistical analyses, enabling the use of linear models to explore relationships between variables and test hypotheses.

4.3.4 Students' Academic Resilience Index.

To determine how overall the students rated academic resilience, an overall index was calculated for the indicators of the three measures, namely perseverance, help-seeking behaviour and positive affect. The resulting distribution was then examined for normality using a visual inspection of the normality graph (Figure 4.4). This graph displays the overall

mean and the normality curve, providing a visual representation of the data's distribution. The graph revealed that the data followed a normal distribution, which was essential for subsequent statistical analyses and interpretation of the findings.

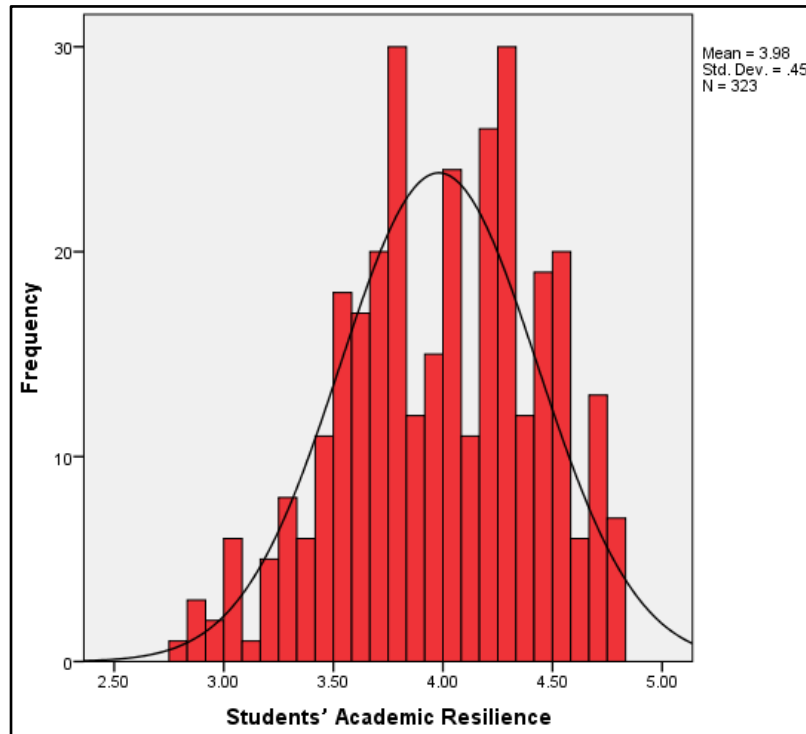


Figure 4. 4: Histogram for Students' Academic Resilience

Figure 4.4 reveals a high mean score of 3.98, accompanied by a relatively low standard deviation (Std. = 0.45). The high mean suggested that students exhibited a high level of academic resilience, while the low standard deviation indicates that the results followed a normal distribution. Consequently, the data are suitable for linear analysis.

4.3.5 Students' Academic Resilience Structural Model.

To identify the constructs of students' academic resilience, a structural equation model (SEM) approach was developed. The resulting model, depicted in Figure 4.5, reveals the underlying indicators that measure students' academic resilience. The SEM model provides

a comprehensive and nuanced understanding of the underlying factors that contribute to students' academic resilience, offering a valuable framework for future research and practical applications.

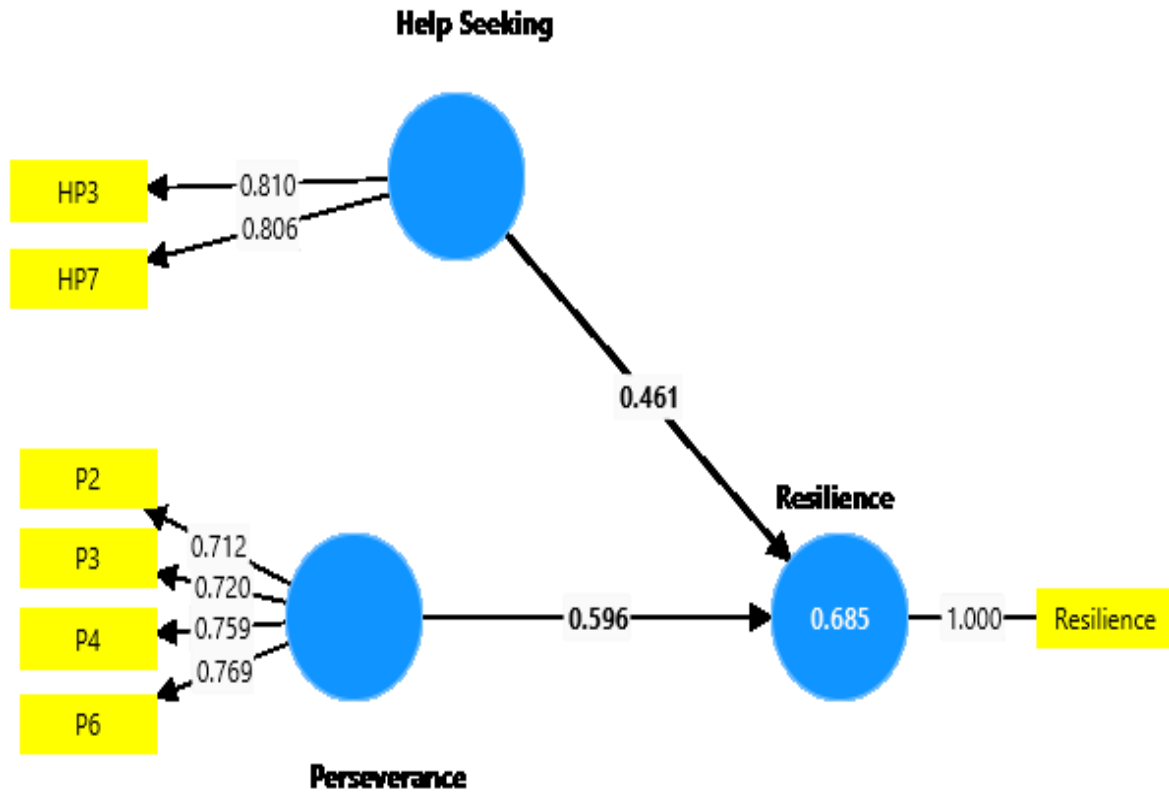


Figure 4. 5: Students' Academic Resilience Structural Equation Model

The results in Figure 4.6 reveal that student academic resilience is a dual-construct, comprising help-seeking behaviour and perseverance. Factor analysis retained two out of nine indicators for help-seeking behaviour and only four indicators for perseverance (out of seven). However, the positive affect construct was omitted due to lack of discriminant validity (Table 3.2). The retained indicators had factor loadings above the minimum threshold of 0.4 (Hair et al., 2021). Therefore, two constructs, namely perseverance and help-seeking behaviour measured students' academic resilience.

4.4 Parental Influence and Students' Academic Resilience

The independent variable in this study was parental influence, which was operationalized through three distinct measures: parental sensitivity, reliable attendance, and responsiveness. These measures collectively provided a comprehensive assessment of parental influence.

4.4.1 Parental sensitivity.

The construct of parental sensitivity, one of the dimensions of parental influence was assessed through five indicators. The results presented in Table 4.8 offer analysis of parental sensitivity, including frequency distributions, percentage scores, and mean values.

Table 4.5: Parental sensitivity

Parental sensitivity	N	R	SO	O	A	Means
My parents make an effort to be gentle with me when talking about my studies	25 7.7	9 2.8	46 14.2	27 8.4	216 66.9	4.24
My parents always speak to me with smiling faces	13 4.0	13 4.0	127 39.3	54 16.7	116 35.9	3.76
My parents respect my choices such as my combination choices	29 9.0	26 8.0	44 13.6	63 19.5	161 49.8	3.93
My parents understand my feelings	14 4.3	11 3.4	71 22.0	51 15.8	176 54.5	4.13
My parents show that they believe in me	22 6.8	32 9.9	66 20.4	43 13.3	160 49.5	3.89

Table 4.5 reveals that majority of the students (82.4%) reported their parents made effort to be gentle with them when talking about their studies, with a mean score of 4.24, indicating a strong understanding of students by their parents. Additionally, a slightly higher percentage of students (52.6%) stated that their parents always spoke to them with smiling faces, with a mean score of 3.76, confirming this finding. Furthermore, a significant proportion of students (69.3%) indicated that their parents respected their choices such as their combination

choices, with a mean score of 3.93, supporting this assertion. The students indicated that their parents understood their feelings (62.8%) with 22.0% indicating that they sometimes understood them and 16.7% indicated that it rarely happened. The high mean = 3.89 affirmed that their parents understood their feelings.

The students indicated that their parents showed that they believed in them (62.8%). The high mean = 3.89 affirmed the finding. To establish how overall students rated the level of parental sensitivity, a composite index was calculated by averaging the responses to the five items measuring the concept. The resulting distribution was then examined for normality using a visual inspection of the normality graph (Figure 4.6). This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution. The graph revealed whether the data followed a normal distribution, which was essential for subsequent statistical analyses and interpretation of the findings.

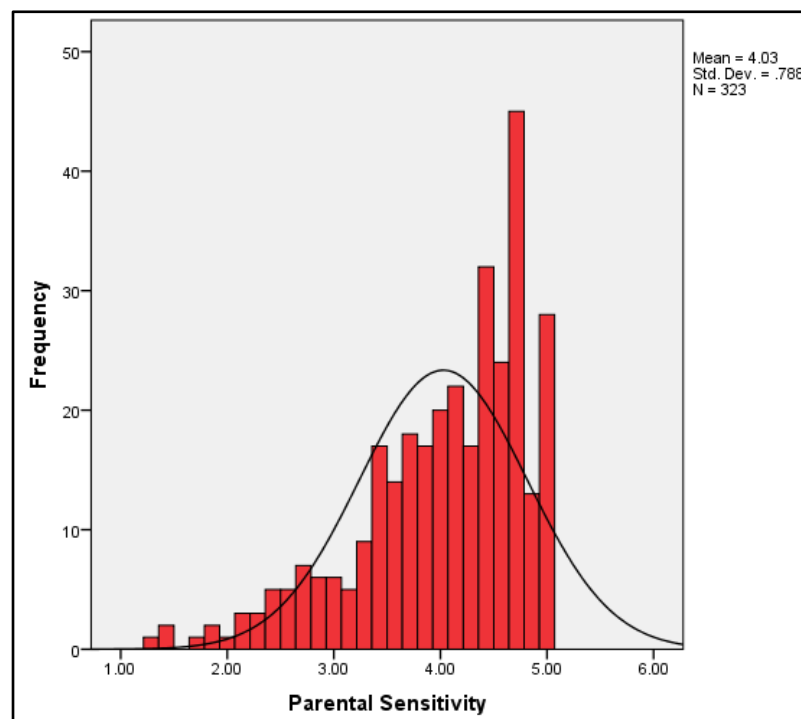


Figure 4. 6: Histogram for Parental Sensitivity

Figure 4.6 displays a mean score of 4.10, indicating that students generally indicated that the level of parental sensitivity was high. The accompanying standard deviation of 0.708 suggested a relatively tight clustering of responses around the mean, implying a high degree of homogeneity in the data. This combination of a high mean and low standard deviation suggested normality, which is visually confirmed by the normality graph. As a result, the data meets the assumption for parametric statistical analyses, enabling the use of linear models to explore relationships between variables and test hypotheses.

4.4.2 Reliable attendance.

The Reliable attendance dimension of parental influence was examined through six indicators, and the results are presented in Table 4.9. The table provides an analysis of reliable attendance, including frequency counts, percentages, and mean scores.

Table 4. 6: Reliable Attendance

Reliable Attendance	N	R	SO	O	A	Means
My parents take time to talk to me about my studies	24	18	70	37	174	3.99
	7.4	5.6	21.7	11.5	53.9	
My parents show concern about my studies	12	17	64	45	185	4.16
	3.7	5.3	19.8	13.9	57.3	
My parents keep encouraging me about my studies	5	18	54	44	202	4.30
	1.5	5.6	16.7	13.6	62.5	
My parents talk to me with warmth and affection	8	2	47	31	235	4.50
	2.5	0.6	14.6	9.6	72.8	
My parents pay attention to how I am progressing with my studies	5	9	69	46	194	4.28
	1.5	2.8	21.4	14.2	60.1	
My parents buy school materials and groceries I like	23	11	55	54	180	4.10
	7.1	3.4	17.0	16.7	55.7	

Table 4.6 reveals that majority of students (65.4%) reported their parents took time to talk to them about their studies, with a mean score of 3.99, indicating a strong interest of parents in

their children's education. Additionally, a higher percentage of students (71.1%) stated that their parents showed concern about their studies, with a mean score of 4.16, confirming this finding. Furthermore, a significant proportion of students (76.1%) indicated that their parents kept encouraging them about their studies, with a mean score of 4.30, supporting this assertion. The students indicated that their parents talked to them with warmth and affection (72.5%). The high mean = 4.50 affirmed that parents talked to their children with warmth and affection.

The students indicated that their parents paid attention to how they were progressing with their studies (64.3%). The high mean = 4.28 affirmed the finding. The students indicated that their parents bought school materials and groceries they liked (72.4%). The high mean = 4.10 ascertained the finding. To find out how overall students rated the level of parental reliable attendance, a composite index was calculated by averaging the responses to the six items measuring the concept. The resulting distribution was then examined for normality using a visual inspection of the normality graph (Figure 4.6). This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution. The graph revealed whether the data followed a normal distribution, which was essential for subsequent statistical analyses and interpretation of the findings.

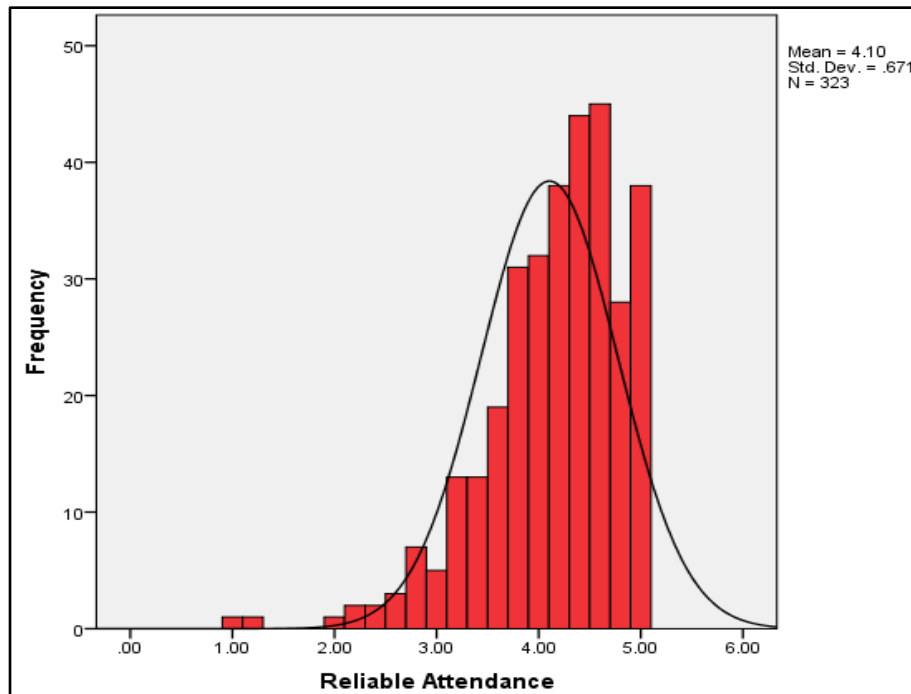


Figure 4. 7:Parental Reliable Attendance

Figure 4.7 displays a mean score of 4.10, indicating that students indicated that parental reliable attendance was high. The accompanying standard deviation of 0.671 suggested a relatively tight clustering of responses around the mean, implying a high degree of homogeneity in the data. This combination of a high mean and low standard deviation suggested normality, which is visually confirmed by the normality graph. As a result, the data meets the assumption for parametric statistical analyses, enabling the use of linear models to explore relationships between variables and test hypotheses.

4.4.3 Responsivity.

The responsivity dimension of parental influence was examined through seven indicators, and the results are presented in Table 4.10. The table provides an analysis of parental responsivity, including frequency counts, percentages, and mean scores.

Table 4.7: Responsivity

Responsivity	N	R	SO	O	A	Means
My parents/ guardians pay attention to my school needs	8 2.5	8 2.5	49 15.2	48 14.9	210 65.0	4.37
My parents/ guardians react immediately when an issue concerns my studies	5 1.5	17 5.3	52 16.1	35 10.8	214 66.3	4.35
My parents provide me encouragement	7 2.2	20 6.2	96 29.7	60 18.6	140 43.3	3.95
My parents always try to be there for me such that I succeed	13 4.0	9 2.8	51 15.8	35 10.8	215 66.6	4.33
My parents ensure that I am provided with sufficient school requirements	7 2.2	8 2.5	27 8.4	46 14.2	235 72.8	4.53
My parents make effort to ensure that my studying is not disturbed	7 2.2	15 4.6	66 20.4	48 14.9	187 57.9	4.22
My parents spare me time to concentrate on my school activities	8 2.5	27 8.4	85 26.3	78 24.1	125 38.7	3.88

Table 4.7 reveals that majority of the students (79.9%) reported their parents/ guardians paid attention to school needs, with a mean score of 4.37, indicating strong attention from parents. Additionally, a higher percentage of students (67.1%) stated that their parents/ guardians reacted immediately when an issue concerned their studies, with a mean score of 4.35, confirming this finding. Furthermore, a significant proportion of students (76.1%) indicated that their parents always tried to be there for them such that they succeed, with a mean score of 4.4.33, supporting this assertion. The students indicated that their parents ensured that they provided them with sufficient school requirements (87.0%). The high mean = 4.53 affirmed that parents provided for their children.

The students indicated that their parents made effort to ensure that their studies were not disturbed (72.8%). The high mean = 4.22 affirmed the finding. A higher percentage (62.8%) of students indicated that their parents spared them time to concentrate on their school activities (72.4%). The high mean = 3.88 ascertained the finding. To find out how overall students rated the level of parental responsivity, a composite index was calculated by averaging the responses to the seven items measuring the concept. The resulting distribution was then examined for normality using a visual inspection of the normality graph (Figure 4.6). This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution. The graph revealed whether the data followed a normal distribution, which was essential for subsequent statistical analyses and interpretation of the finding.

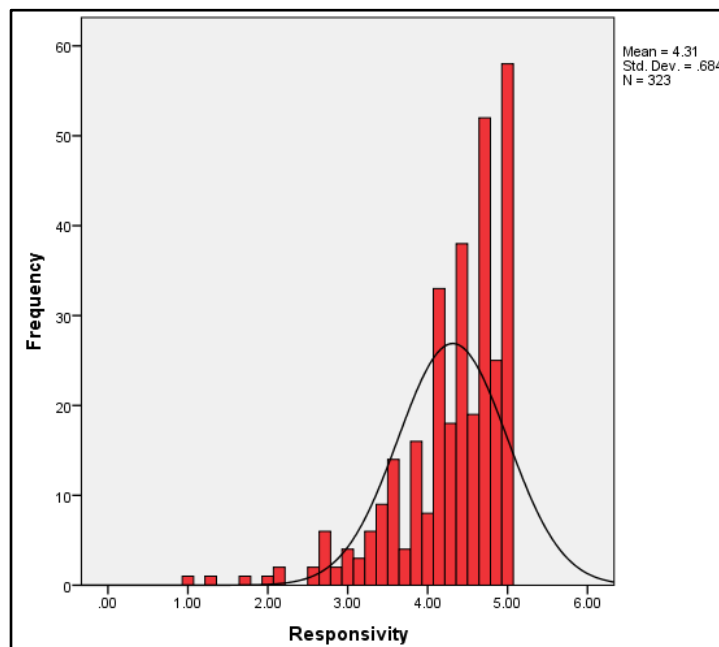


Figure 4. 8: Parental Responsivity

Figure 4.8 displays a mean score of 4.31, indicating that students indicated that parental responsivity attendance was high. The accompanying standard deviation of 0.684 suggested

a relatively tight clustering of responses around the mean, implying a high degree of homogeneity in the data. This combination of a high mean and low standard deviation suggested normality, which is visually confirmed by the normality graph. As a result, the data meets the assumptions for parametric statistical analyses, enabling the use of linear models to explore relationships between variables and test hypotheses.

4.4.4 Parental Influence Structural Model.

To identify the constructs of parental influence, a structural equation model (SEM) approach was developed. The resulting model, depicted in Figure 4.10, reveals the underlying indicators that measure parental influence. The Structural Equation (SEM) Model provides a comprehensive and nuanced understanding of the underlying factors that contribute to parental influence, offering a valuable framework for future research and practical applications.

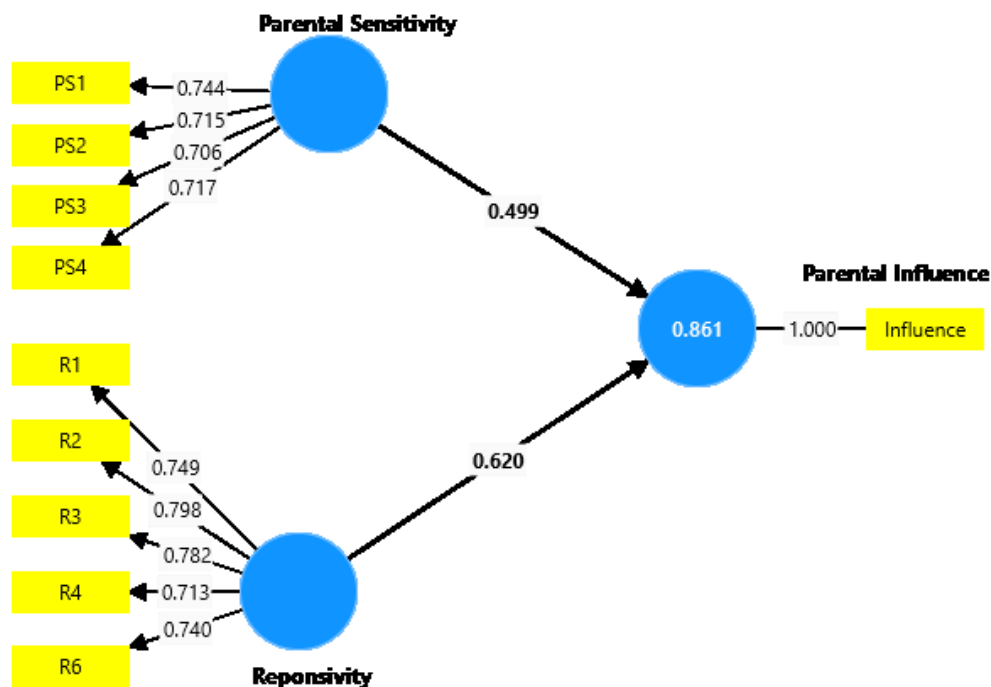


Figure 4.9: Parental Influence Structural Model

The results in Figure 4.9 reveal that parental influence is a bi-construct, comprising parental sensitivity and responsivity. Factor analysis retained four out of five indicators for parental sensitivity and five indicators for responsivity (out of seven). However, the parental reliable attendance construct was omitted due to lack of discriminant validity (Table 3.2). The retained indicators had factor loadings above the minimum threshold of 0.4 (Hair et al., 2021). Therefore, two constructs, namely parental sensitivity and responsivity measured parental influence.

4.4.5 Parental Influence and Students' Academic Resilience.

To establish the effect of parental influence on students' academic resilience, a structural model showing causal linkages between parental influence and students' academic resilience was developed. The structural model tested the hypothesis to the effect that parental influence has a significant influence on students' academic resilience in secondary schools. The results follow in Figure 4.11 and in the path estimates table (Table 4.11).

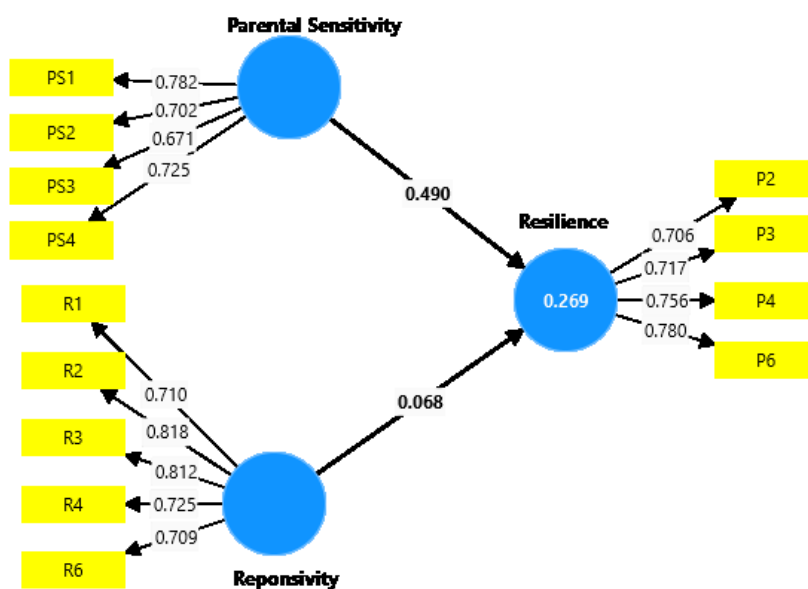


Figure 4. 10: Parental Influence and Students' Academic Resilience Model

The structural model (Figure 4.10) illustrates the association between parental influence and students' academic resilience. The model reveals that parental influence encompasses two factors: parental sensitivity and responsiveness, while students' academic resilience is comprised of perseverance and help seeking. The model indicates that the two factors collectively explain 26.9% (0.269) of the variance in students' academic resilience. Furthermore, the coefficients presented in the path model (Table 4.11) provide insight into the specific influence of each parental influence factor on students' academic resilience.

Table 4. 8: Parental Influence and Students' Academic Resilience Path Estimates

	β	Mean	STD	T	p
Parental sensitivity -> Resilience	0.490	0.494	0.063	7.759	0.000
Responsivity -> Resilience	0.068	0.078	0.064	1.075	0.282

$R^2 = 0.269$
 $R^2 \text{ Adjusted} = 0.264$

The structural equation estimates presented in Table 4.8 reveal that, of the two parental influence aspects, only parental sensitivity ($\beta = 0.490$, $t = 7.759$, $p = 0.000 < 0.05$) had a positive and statistically significant influence on students' academic resilience. In contrast, responsiveness ($\beta = 0.068$, $t = 1.075$, $p = 0.282 > 0.05$) had a positive but non-significant influence on students' academic resilience. The R-squared value indicates that the two parental influence aspects collectively explained 26.9% ($R^2 = 0.269$) of the variance in students' academic resilience, with parental sensitivity contributing 26.4% (0.264). This means that parental sensitivity had greater contribution.

4.5 Teacher Support and Students' Academic Resilience.

The moderating variable in this study was teacher support which was operationalized through four distinct measures, namely; invested, positive regard, high expectations and accessibility. These measures collectively provided a comprehensive assessment of teacher support.

4.5.1 Invested.

The construct of investing, one of the dimensions of teacher support was assessed through seven indicators. The results presented in Table 4.12 offer an analysis of invested, including frequency distributions, percentage scores, and mean values.

Table 4.9: Invested

Invested	N	R	SO	O	A	Means
My teachers show that they are interested in my future	22 6.8	26 8.0	56 17.3	39 12.1	180 55.7	4.02
My teachers take the time to help me get better grades	6 1.9	11 3.4	54 16.7	39 12.1	213 65.9	4.37
My teachers have been helpful regarding my questions about career issues	15 4.6	17 5.3	78 24.1	76 23.5	137 42.4	3.94
My teachers are helpful when I have questions about school issues	5 1.5	16 5.0	66 20.4	54 16.7	182 56.3	4.21
My teachers push me to succeed	8 2.5	8 2.5	40 12.4	36 11.1	231 71.5	4.47
My teachers help me understand my strength	7 2.2	17 5.3	64 19.8	55 17.0	180 55.7	4.19
My teachers support my goals for the future	6 1.9	15 4.6	57 17.6	61 18.9	184 57.0	4.24

Table 4.9 reveals that majority of the students (67.8%) reported that their teachers showed that they were interested in their future, with a mean score of 4.02, indicating teachers having a strong interest in their future. Additionally, the higher percentage of students (88.0%) stated

that teachers took time to help them get better grades, with a mean score of 4.37, confirming this finding. Furthermore, a significant proportion of students (55.9%) indicated that their teachers were helpful regarding their questions about career issues, with a mean score of 3.94, supporting this assertion. The students indicated that their teachers were helpful when they had questions about school issues (73.0%) with 20.4% indicating that they sometimes helped and 6.5% indicated that they rarely helped. The high mean = 4.21 affirmed that their teachers were helpful when they had questions about school issues.

The students indicated that teachers pushed them to succeed (82.6%). The high mean = 4.47 affirmed the finding. The students revealed that teachers helped them understand their strength (72.7%). The high mean = 4.19 ascertained the finding. The students indicated that teachers supported their goals for the future (75.9%). The high mean = 4.24 confirmed the finding. To establish how overall students rated the level of teacher investment in them, a composite index was calculated by averaging the responses to the seven items measuring the concept. The resulting distribution was then examined for normality using a visual inspection of the normality graph (Figure 4.8). This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution. The graph revealed whether the data followed a normal distribution, which was essential for subsequent statistical analyses and interpretation of the findings.

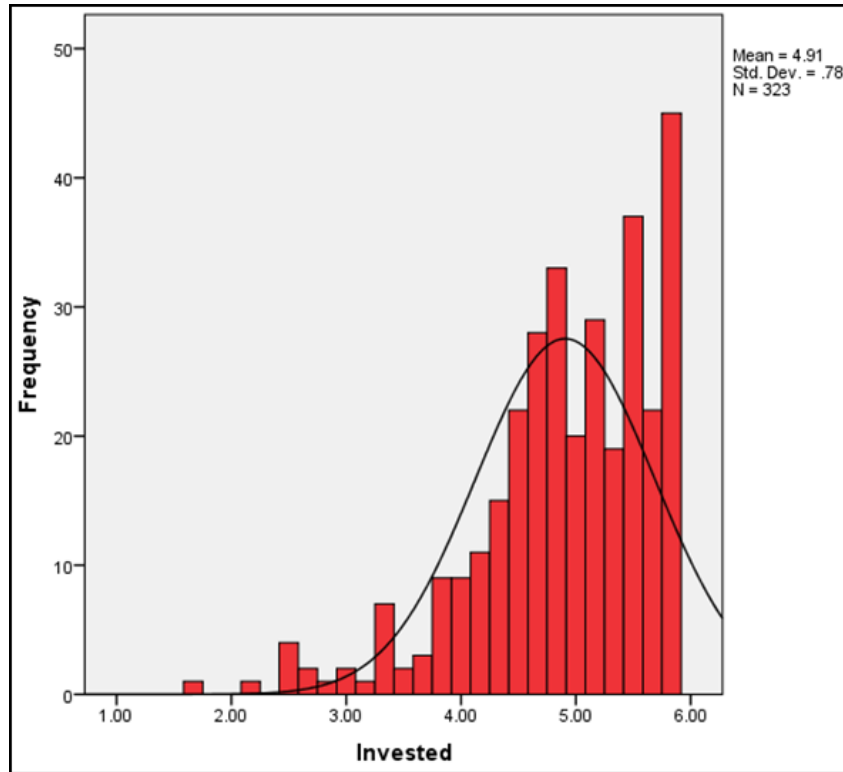


Figure 4. 11:Histogram for Invested

Figure 4.11 displays a mean score of 4.10, indicating that students generally indicated that the level of teacher investment in them was high. The accompanying standard deviation of 0.708 suggested a relatively tight clustering of responses around the mean, implying a high degree of homogeneity in the data. This combination of a high mean and low standard deviation suggested normality, which is visually confirmed by the normality graph. As a result, the data meets the assumption for parametric statistical analyses, enabling the use of linear models to explore relationships between variables and test hypotheses.

4.5.2 Positive regard.

The Positive regard dimension of teacher support was examined through five indicators, and the results are presented in Table 4.13. The table provides an analysis of Positive regard, including frequency counts, percentages, and mean scores.

Table 4.10: Positive regard

Positive regard	N	R	SO	O	A	Means
My teachers think I am a hard worker	12 3.7	11 3.4	103 31.9	42 13.0	155 48.0	3.98
My teachers tell other people good things about me	35 10.8	41 12. 7	79 24.5	49 15.2	119 36.8	3.54
My teachers show it to me that they believe I am smart	21 6.5	27 8.4	82 25.4	52 16.1	141 43.7	3.82
My teachers show that they enjoy having me in their classes	11 3.4	22 6.8	74 22.9	48 14.9	168 52.0	4.05
My teachers care about what happens to me	27 8.4	31 9.6	81 25.1	53 16.4	131 40.6	3.71

Table 4.10 reveals a slightly higher percentage (61.0%) of students reported their teachers showed that they were hard workers, with a mean score of 3.98, indicating teachers had regard for their work effort. Additionally, a slightly higher percentage of students (52.0%) stated that teachers told other people good things about them, with a mean score of 3.54, confirming this finding. Furthermore, a significant proportion of students (59.8%) indicated that their teachers showed it to them that they believed they were smart, with a mean score of 3.82, supporting this assertion. The students indicated that their teachers showed that they enjoyed having them in their classes (66.9%) with 22.9% indicating that they sometimes enjoyed them and 10.1% indicated that they rarely enjoyed them. The high mean = 4.05 affirmed that their teachers showed that they enjoyed having them in their classes.

The students indicated that teachers cared about what happened to them (57.0%). The high mean = 3.71 affirmed the finding. The high mean = 4.19 ascertained the finding. To establish how overall students rated the level of positive regard for them, a composite index was calculated by averaging the responses to the five items measuring the concept. The resulting

distribution was then examined for normality using a visual inspection of the normality graph (Figure 4.9). This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution. The graph revealed whether the data followed a normal distribution, which was essential for subsequent statistical analyses and interpretation of the findings.

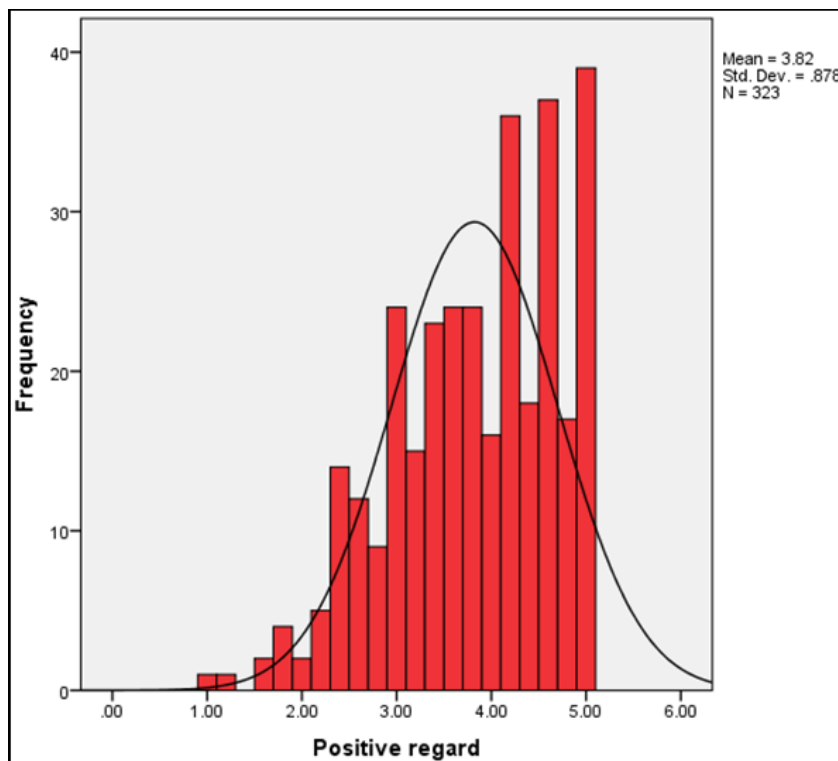


Figure 4. 12:Histogram for Positive regard

Figure 4.12 displays a mean score of 3.82, indicating that students generally indicated that the level of teacher positive regard for them was high. The accompanying standard deviation of 0.878 suggested a relatively tight clustering of responses around the mean, implying a high degree of homogeneity in the data. This combination of a high mean and low standard deviation suggested normality, which is visually confirmed by the normality graph. As a

result, the data meets the assumption for parametric statistical analyses, enabling the use of linear models to explore relationship between variables and test hypotheses.

4.5.3 High Expectations.

The construct of expectations, one of the dimensions of teacher support was assessed through five indicators. The results presented in Table 4.14 offer an analysis of expectations, including frequency distributions, percentage scores, and mean values.

Table 4.11: Expectations

Expectations	N	R	SO	O	A	Means
My teachers show it to me that they expect me to work hard	15 4.6	19 5.9	98 30.3	42 13.0	149 46.1	3.90
My teachers try to answer my questions	6 1.9	11 3.4	63 19.5	45 13.9	198 61.3	4.29
My teachers show it to me that they want me to do well in school	3 0.9	8 2.5	49 15.2	47 14.6	216 66.9	4.44
My teachers encourage me to learn	4 1.2	4 1.2	28 8.7	48 14.9	239 74.0	4.59
My teachers show it me that they think I will be academically successful	2 0.6	7 2.2	48 14.9	39 12.1	227 70.3	4.49

Table 4.11 reveals a slightly higher percentage (59.1%) of students reported that their teachers showed it to them that they expected them to work hard, with a mean score of 3.90, indicating that teachers expected the students to work harder. Additionally, the higher percentage of students (75.2%) stated that teachers tried to answer their questions, with a mean score of 4.29, confirming this finding. Furthermore, a significant proportion of students (81.3%) indicated that their teachers showed it to them that they want them to do well in school, with a mean score of 4.44, supporting this assertion. The students indicated that their teachers encouraged them to learn (88.9%) with 8.7% indicating that they sometimes

encouraged them and 2.4% indicated that they rarely encouraged them. The high mean = 4.49 affirmed that their teachers encouraged them to learn.

The students indicated that teachers showed it to them that they thought they could be academically successful (82.4%). The high mean = 4.49 affirmed the finding. To find out how overall students rated the level of expectations in them, a composite index was calculated by averaging the responses to the five items measuring the concept. The resulting distribution was then examined for normality using a visual inspection of the normality graph (Figure 4.10). This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution. The graph revealed whether the data followed a normal distribution, which was essential for subsequent statistical analyses and interpretation of the findings.

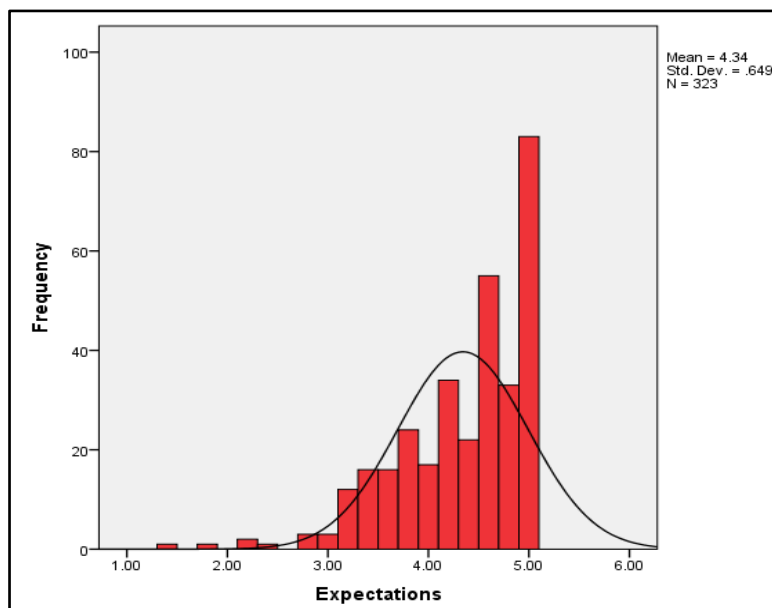


Figure 4. 13: Histogram for High Expectations

Figure 4.13 displays a mean score of 4.34, indicating that students generally indicated that the level of teacher expectations in them was high. The accompanying standard deviation of 0.649 suggested a relatively tight clustering of responses around the mean, implying a high

degree of homogeneity in the data. This combination of a high mean and low standard deviation suggested normality, which is visually confirmed by the normality graph. As a result, the data meets the assumption for parametric statistical analysis, enabling the use of linear models to explore relationship between variables and test hypotheses.

4.5.4 Accessibility.

The accessibility dimension of teacher support was examined using five indicators, and the results are presented in Table 4.9. The table provides an analysis of Positive regard, including frequency counts, percentages, and mean scores.

Table 4.12: Accessibility

Accessibility	N	R	SO	O	A	Means
My teachers will listen if I want to talk about a problem	18 5.6	20 6.2	99 30.7	30 9.3	156 48.3	3.89
My teachers are easy to talk to about school things	17 5.3	20 6.2	92 28.5	50 15.5	144 44.6	3.88
My teachers are easy to talk to about things besides school	46 14.2	40 12.4	77 23.8	56 17.3	104 32.2	3.41
The teachers are available to give me extra help when I need it	14 4.3	18 5.6	88 27.2	47 14.6	156 48.3	3.97
The teachers are available to help me with my learning	8 2.5	16 5.0	44 13.6	39 12.1	216 66.9	4.36

Table 4.12 reveals a slightly higher percentage (57.6%) of students who reported that their teachers would listen if they wanted to talk about a problem, with a mean score of 3.89, indicating that teachers were willing to listen to them. Additionally, the higher percentage of students (75.2%) stated that teachers were easy to talk to about school things, with a mean score of 3.88, confirming this finding. However, a below average proportion of students (49.5%) indicated that their teachers were easy to talk to about things besides school. The

average mean= 3.41 suggested that fairly teachers were easy to talk to about things besides school. The students indicated that teachers were available to give them extra help when they need it (79.0%) with 13.6% indicating that sometimes they were available and 7.5% indicated that they were rarely available. The high mean of 4.36 affirmed that teachers were available to give extra help if students needed it.

The students indicated that the teachers were available to help them with their learning (79.0%). The high mean of 4.36 affirmed the finding. To find out how overall students rated the level of accessibility of teachers, a composite index was calculated by averaging the responses to the five items measuring the concept. The resulting distribution was then examined for normality using a visual inspection of the normality graph (Figure 4.10). This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution. The graph revealed whether the data followed a normal distribution, which was essential for subsequent statistical analyses and interpretation of the findings.

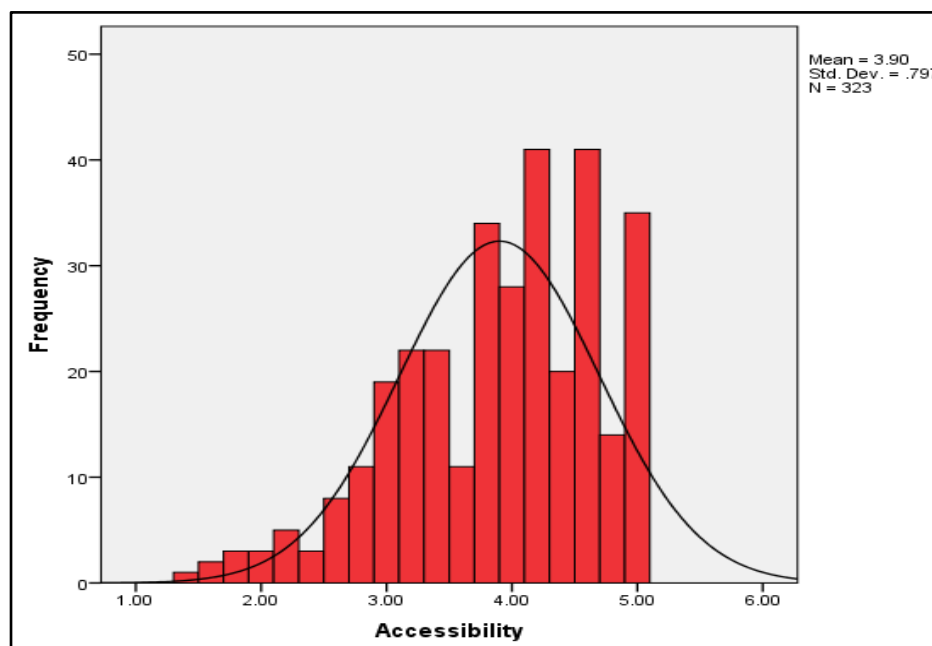


Figure 4.14 : Histogram for Accessibility

Figure 4.14 displays a mean score of 3.90, indicating that students generally indicated that the level of accessibility of teachers to them was high. The accompanying standard deviation of 0.797 suggested a relatively tight clustering of responses around the mean, implying a high degree of homogeneity in the data. This combination of a high mean and low standard deviation suggested normality, which is visually confirmed by the normality graph. As a result, the data meets the assumption for parametric statistical analyses, enabling the use of linear models to explore relationships between variables and test hypotheses.

4.5.5 Teacher Support Structural Model.

To identify the constructs of teacher support, a structural equation model (SEM) approach was developed. The resulting model, depicted in Figure 4.12, reveals the underlying indicators that measure teacher support. The SEM model provides a comprehensive and nuanced understanding of the underlying factors that contribute to teacher support, offering a valuable framework for future research and practical applications.

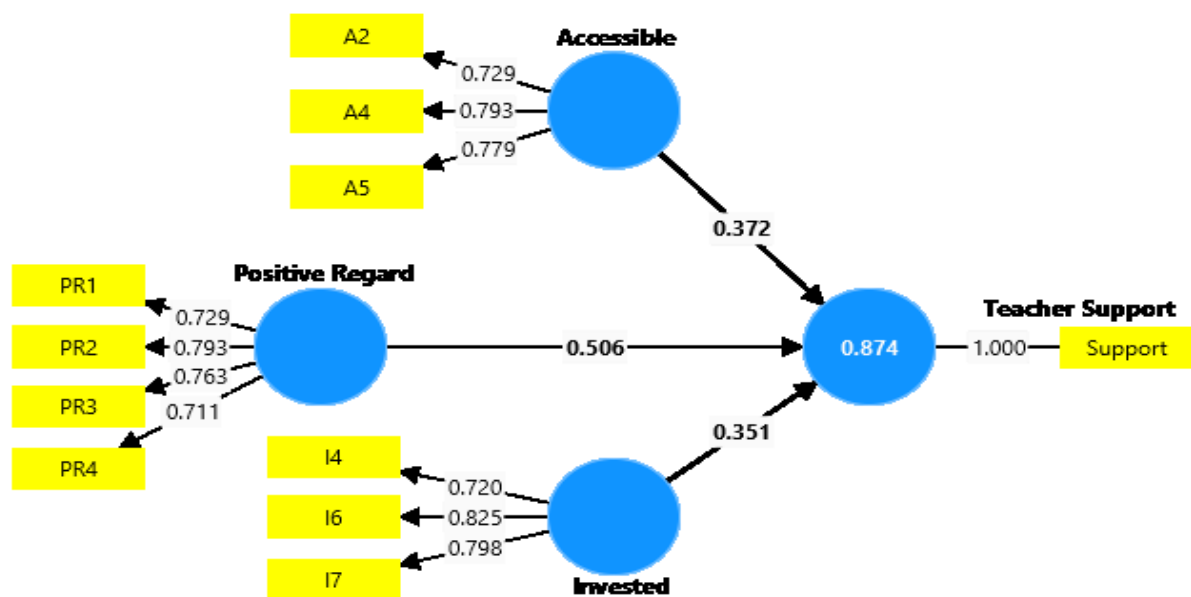


Figure 4. 15:Teacher Support Structural Model

The results in Figure 4.15 reveal that teacher support is a tri-construct, comprising teacher accessibility, positive regard and investment in learners. Factor analysis retained three out of five indicators for teacher accessibility, four out of five for positive regard and three out of seven for teacher investment. However, the teacher high expectation construct was omitted due to a lack of discriminant validity (Table 3.2). The retained indicators had factor loadings above the minimum threshold of 0.4 (Hair et al., 2021). Therefore, three constructs, namely accessibility, positive regard and investment measured teacher support.

4.5.6 Teacher support and Students' Academic Resilience.

To establish the influence of teacher support on students' academic resilience, a structural model showing causal linkages between teacher support and students' academic resilience was developed. The structural model tested the hypothesis to the effect that teacher support has a significant influence on students' academic resilience in secondary schools. The results follow in Figure 4.8 and in the path estimates table (Table 4.13).

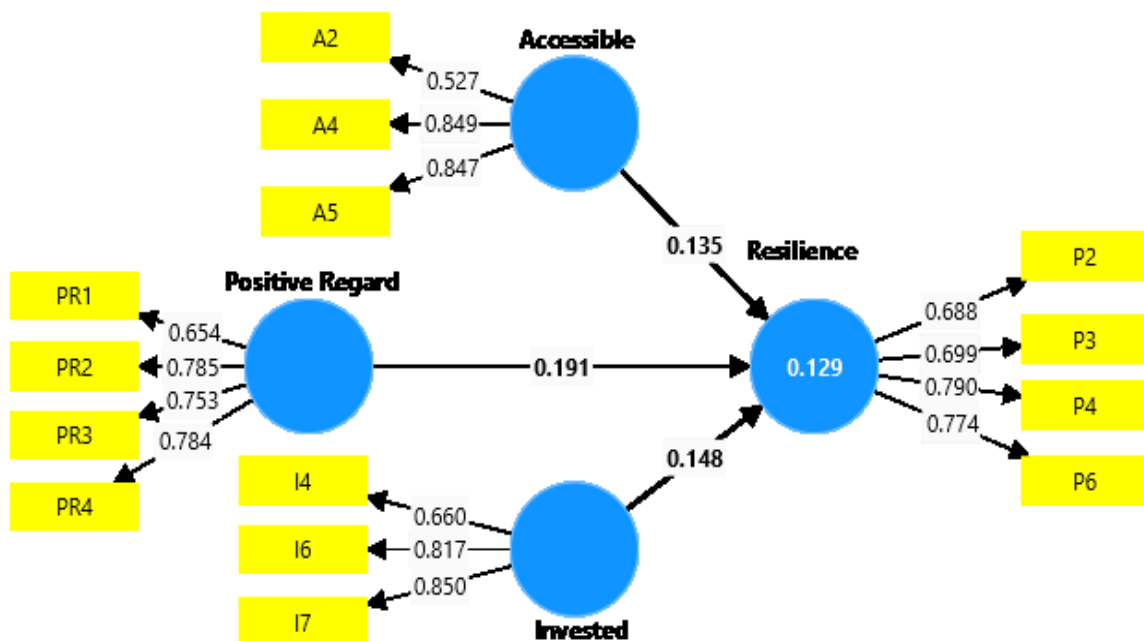


Figure 4.16: Teacher Support and Students' Academic Resilience

The structural model (Figure 4.16) illustrates the association between teacher support and students' academic resilience. The model reveals that teacher support encompasses three factors: accessibility, positive regard and investment, while students' academic resilience is comprised of perseverance and help seeking. The model indicates that the two factors collectively explain 12.9% (0.129) of the variance in students' academic resilience. Furthermore, the coefficients presented in the path model (Table 4.16) provide insight into the specific influence of each teacher support factor on students' academic resilience.

Table 4.13: Path Estimates

	B	Mean	STD	T	P
Accessible -> Resilience	0.135	0.144	0.061	2.213	0.027
Invested -> Resilience	0.148	0.152	0.065	2.271	0.023
Positive Regard -> Resilience	0.191	0.201	0.054	3.515	0.000

R² = 0.129

The structural equation estimates presented in Table 4.13 reveal that, all the three teacher support aspects, namely accessible ($\beta = 0.135$, $t = 2.213$, $p = 0.027 < 0.05$), invested ($\beta = 0.148$, $t = 2.271$, $p = 0.023 < 0.05$) and positive regard ($\beta = 0.191$, $t = 3.515$, $p = 0.000 < 0.05$) had a positive and statistically significant influence on students' academic resilience. The R-squared value indicates that the two teacher support aspects collectively explained 12.9% ($R^2 = 0.129$) of the variance in students' academic resilience. The respective betas (β s) show that positive regard had more significant influence of students' academic resilience followed by invested and accessibility respectively.

4.6 Moderating Effect of Teacher Support on Parental Influence and Students Academic Resilience.

The hypothesis derived from the objective was to the effect that teacher support has a moderating effect on the effect of parental influence on students' academic resilience. The structural equation model (Figure 4.18) displays the moderating effect of teacher support on the effect of parental influence on students' academic resilience.

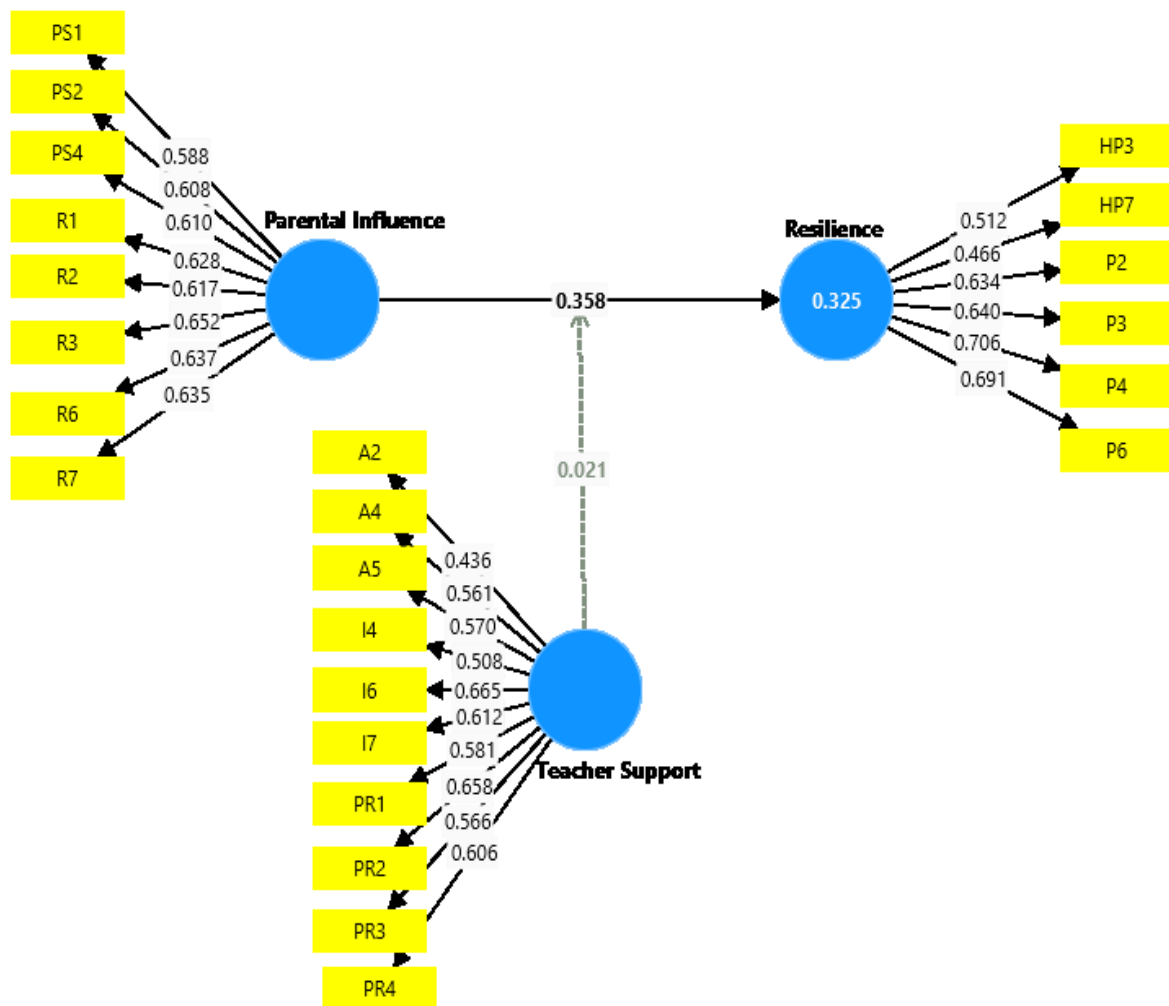


Figure 4.17: Moderation

The structural equation model (Figure 4.17) describes the moderating effect of teacher support on the effect of parental influence on students' academic resilience. Table 4.17 presents structural equation path estimates for the moderating effect of teacher support on the effect of parental influence on students' academic resilience.

Table 4.14: Path Estimates

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

The structural equation estimates (Table 4.14) indicate that parental influence ($\beta = 0.358$, $t = 5.195$, $p = 0.000 < 0.05$) and teacher support ($\beta = 0.299$, $t = 4.665$, $p = 0.000 < 0.05$) had a positive and significant influence on academic resilience while parental influence moderated by teacher support ($\beta = 0.021$, $t = 0.396$, $p = 0.435 > 0.05$) had a positive but insignificant influence on academic resilience. The path estimates show that teacher support had an insignificant moderating effect on the effect of parental influence on academic resilience. R² showed all the factors combined accounted for 32.5% of variation on academic resilience (R²= 0.325) while adjusted R² showed that the significant factors parental influence and teacher support accounted for 31.8% of the variation on academic resilience (adjusted R² = 0.318). Therefore, teacher support insignificantly moderated the effect of parental influence on academic resilience. Thus, while hypotheses one and two were supported, hypothesis three was rejected.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter delves into the discussion of the findings on the impact of parental influence on students' academic resilience in Universal Secondary Education schools moderated by teacher support. The discussion involves a comparison of the study's findings with existing literature, highlighting the significance and implications of the results. The chapter also presents the conclusions drawn from the study, recommendations for practice and future research, and an acknowledgement of the study's limitations.

5.2 Discussion of the Findings

The findings on the impact of parental influence moderated by teacher support on students' academic resilience are discussed. This is followed by the discussion of the results of the moderating effect of teacher support on the influence of parental support on students' academic resilience.

5.1.1 Parental Influence and Students' Academic Resilience.

The first objective of the study sought to examine the effect of parental influence on students' academic resilience in Universal Secondary Education schools in Luwero District. The hypothesis from the same stated that parental influence has a significant influence on students' academic resilience. The study findings revealed that parental influence has a significant influence on students' academic resilience. This finding was consistent with the Attachment Theory by Bowlby (1969) on which the study was based which states that individuals with secure attachment exhibit a positive sense of self and others (Thompson et al., 2018). According to the theory, attachment figures in this case parents, through being

sensitive to children's needs, reliable attendance and responding to their needs lead to their resilience. Apparently, secure attachment is a significant antecedent to an individual's resilience amidst stress and difficulties. Attachment security increases resilience and improve mental health (Thompson et al., 2018). The finding is also consistent with previous scholars. For example, Chatlos et al. (2022) reported that parents who supported their children created stronger resilience in them.

Consistent with the findings of the study, Cui et al. (2023) revealed that parental involvement had a significant influence on academic resilience. Relatedly, Hassan et al. (2022) indicated that family support and relationship was positively related to resilience. In the same vein, Kwarikunda et al. (2023) indicated that parental influence with parents who created some time, and a safe place to address their children's psychological needs positively contributed to students' academic resilience. Relatedly, Mwangi et al. (2017) revealed that external protective factors that include such factors as parental influence were strong correlates of students' academic resilience.

Consistently, with the finding of the study, Nečasová (2021) found out that parental influence in terms of parents who respected their children and were happy to have them had a positive and significant influence on students' academic resilience. Furthermore, the finding of the study was consistent with Radhamani and Kalaivani (2021) who reported that strong support family systems (parental support) were positively and significantly related to students' academic resilience. With the finding of the study being consistent with the theory on which this study was based and the findings of earlier scholars that parental influence has a positive and significant influence on students' academic resilience, it can be surmised that parental influence is important for the academic resilience of learners.

5.1.2 Teacher support and Students' academic resilience.

The second objective of the study sought to assess the influence of teacher support on students' academic resilience in Universal Secondary Education schools in Luwero District. The hypothesis from the same stated that teacher support has a significant influence on students' academic resilience. The study finding revealed that teacher support has a significant influence on students' academic resilience. This finding concurred with the Attachment Theory by Bowlby (1969) on which the study was based which states that support to children from attachment figures such as teachers has a significant effect on students' academic resilience. This is because teacher support makes learners feel comfortable and safe and offer them security essential for social and academic skills (Kim et al., 2022). The finding also concurred with the findings of previous scholars. For example, Mu et al. (2017) revealed that teachers who provided strong support built the resilience of the students.

Also, the study concurred with Kwarikunda et al. (2023) whose finding indicated that supportive teachers who are more caring, compassionate, and open to conversations in which students could talk their challenges promoted students' academic resilience. Similarly, Ma (2021) found out that teachers who support students' autonomy that provide clues and feedback and praise learners help them to comprehend their tasks better and learn the lessons better influenced academic resilience of learners. In the same vein, Mwangi et al. (2017) reported that external protective factors that include such teacher support strongly correlated with students' academic resilience. Also, Nečasová (2021) established that school influence which obliquely pointed to teachers had a positive and significant influence on students' academic resilience.

Furthermore, concurring with the finding of the study, Permatasari et al. (2021) revealed that teacher support significantly contributed to students' academics resilience. In the same way, Radhamani and Kalaivani (2021) revealed that perceived teacher emotional support is positively and significantly related to students' academic resilience. In the same vein, Romano et al. (2021) established that perceived teacher emotional support was strongly and positively associated with academic resilience of learners. Similarly, Rosenberg et al. (2018) reported that teacher support contributed to academic resilience of students. The studies above suggest that significant effort has been invested in examining the relationship between teacher support and students' academic resilience. With the finding of the study concurring with the findings of earlier scholars, it can be affirmed that teacher support significantly influences students' academic resilience.

5.1.3 Parental Influence and Students' Academic Resilience Moderated by Teacher Support.

The third objective of the study sought to test the moderating effect of teacher support on the effect of parental influence on students' academic resilience in Universal Secondary Education schools in Luwero District. The hypothesis derived from the same stated that teacher support has a significant moderating effect on the effect of parental influence on students' academic resilience. However, hypothesis test results indicated that the moderating effect was insignificant. This finding was contrary to existing literature that indicated that the moderating effect was positive and significant. For example, Li (2017) reported that the interaction between parent and teacher support significantly contributed to academic resilience of learners. Similarly, Permatasari et al. (2021) revealed that family (parent) and

teacher support had a positive significant interactional contribution to students' academic resilience.

Furthermore, contrary to the finding of the study, Umrani et al. (2018) reported that teachers' support significantly moderated academic resilience. In the same vein, Zhan et al. (2023) found out that teacher support had an indirect significant positive effect on students' resilience. However, given the study's finding on the moderating effect of teacher support on the effect of parental influence on students' academic resilience, contradict those of previous researchers, it can be inferred that, in the context of the area studied, placing equal emphasis on both parental influence and teacher support may not be as crucial as previously thought. This suggests that, in this particular setting, parental support may play a more significant role in fostering students' academic resilience and prioritizing this factor may yield more effective outcome.

5.2 Conclusion

The preceding discussion led to the following conclusion regarding the effect of parental influence on students' academic resilience in Universal Secondary Education schools moderated by teacher support;

1. Parental influence is crucial for students' academic resilience. This is when parents are sensitive and responsive to their children's needs. Parental sensitivity involves parents making effort to be gentle with their children when talking about their studies, always speaking to the learners with smiling faces, parents respect children's choices such as their combination choices, understanding their children's feelings and believe in them. Parental responsivity involves paying attention to their children's school

needs, reacting immediately on issues concerning their studies, encouraging them, being there for them, providing them sufficient school requirements, and sparing them time to concentrate on their school activities.

2. Teacher support is essential for students' academic resilience. This is when teachers support learners in terms of being invested in them, showing them positive regard and being accessible to them. Investing in students involves teachers being helpful when students question about school issues, understanding students' strength and supporting their future. Positive regard involves making the students recognise that they are considered to be hard working, telling people good things about them, teachers showing them that they believe they are smart, and teachers showing it to them that they enjoy having them in class. Being accessible encompasses teachers being easy to talk to about school issues, giving students extra help when they need it and being available to help them with their learning.
3. Equal emphasis on parental support and teacher support does not necessarily lead to students' academic resilience. Particularly, in the setting of this study, parental support may play a more significant role in fostering students' academic resilience than teacher support.

5.3 Recommendations

The conclusion above led to the following recommendations regarding the effect of parental influence on students' academic resilience in Universal Secondary Education schools moderated by teacher support;

1. Head teachers should establish programs aimed at sensitizing parents about the significant influence they have on their children's educational experiences, focusing

on cultivating parental sensitivity and responsivity to children's needs. With sensitivity, they should create awareness in parents about making effort to be gentle with their children when talking about their studies, always speaking to them with smiling faces, respecting their choices such as combination choices, understanding their children's feelings and believing in them. Regarding responsivity to children's school needs, they should sensitise them about paying attention to them, reacting immediately when there is an issue concerning their studies, encouraging them, being there for them, providing them sufficient school requirements, and sparing them time to concentrate on their school activities.

2. Head teachers should sensitise teachers to provide comprehensive support to learners by fostering a supportive learning environment, encouraging them to be invested in their students' academic endeavours and being accessible. This can be achieved by sensitizing teachers to be helpful to students regarding school issues, understand individual strengths and support future goals. Additionally, teachers should be encouraged to show positive regard by acknowledging students' hard work, sharing praise with others, conveying belief in their intelligence, and demonstrating enthusiasm for having them in class. Furthermore, teachers should be accessible, being approachable for discussions about school matters, providing extra help when needed and being available to support their learning journey.
3. Head teachers should prioritise parental influence over teacher support when promoting students' academic resilience, as parental influence may have a more profound impact on fostering academic resilience. While teacher support is crucial, parental involvement and encouragement play a more significant role in shaping

students' academic resilience. Therefore, Head teachers should place greater emphasis on engaging parents and guardians in their children's educational journey, encouraging them to provide emotional support, set high expectations, and foster a growth mind-set. By doing so, Head teachers can harness the power of parental support to enhance students' academic resilience and ultimately improve their academic outcome.

5.4 Limitations and Suggestions for Future Research

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

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APPENDICES

Appendix A: Questionnaire for Students

Kyambogo University
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March, 2024

Dear Respondent

I am a student of Kyambogo currently undertaking research on the topic “Parental influence and students’ academic resilience moderated by teacher support in universal secondary education schools in Luwero District, Uganda” The information sought is required only for academic purposes. Your participation in this study is voluntary but necessary for the success of this work. I request you to accept to participate in this study for the success of the research. Confidentiality will be ensured for information provided by ensuring anonymity.

Yours Faithfully

.....

JUSTINE NANSAMBA

SECTION A: Background Characteristics of Respondent

Tick in the appropriate place provided

1. Your sex

Male	Female
1	2

2. Your age

Below 15 years	15 – 18 years	Above 18 years
1	2	3

3. Parents level of education of my father/ male guardian is;

Non formal	Primary education	Secondary education	Tertiary
1	2	3	

Section B: Students' Academic Resilience

This section presents questions on students' academic resilience (DV). You are kindly requested to indicate how you feel about your academic resilience operationalized in terms of students' perseverance, help-seeking behaviour, and positive affect using the scale where, 1= Never (N), 2 = Rarely (R), 3 = Sometimes (S), 4= Often (O), and 5 = Always (A).

P	Perseverance	N	R	S	O	A
		1	2	3	4	4
P1	I persist on my work and I cannot give up					
P2	I motivated to continue working hard because of what I want to become in future					
P3	I am determined to achieve my career dreams whatever case may be					
P4	I am always looking forward to improve my grades					

P5	Whenever I fail to perform well, I see it as a temporary setback					
P6	My thinking regarding my studies is always positive					
P7	I accept my teachers' feedback whether good or bad					
HP	Help-seeking behaviour	N	R	S	O	A
		1	2	3	4	4
HP1	I encourage myself to seek help from peers and teachers					
HP2	I appreciate the encouragement I receive from family and friends					
HP3	I try different ways of study with the help of peers and teachers					
HP4	I seek help from others on how to achieve my goals					
HP5	Whenever in need help from teachers I seek it					
HP6	I seek help without caring about how peers and teachers will consider my level of understanding					
HP7	Whenever struggle trying to do something, I ask for help from peers or teachers					
HP8	I am confident about asking for help from peers and teachers					
HP9	I encourage myself to seek help from peers and teachers					
PA	Positive affect	N	R	S	O	A
		1	2	3	4	4
PA1	I always feel enthusiastic about completing the school assignments					

PA2	I feel comfortable being at school					
PA3	Finishing my school activities and assignments makes me very happy					
PA4	I feel motivated when I think about my prospective career					
PA5	All the time I try to do my best with regard to my studies					
PA6	I ensure that I complete my assignments even when I find them hard					
PA7	I use a variety of study methods such as participating in discussions and reading during preps					
PA8	I look forward to teachers explanations especially after assignments and tests					

Section C: Parental Influence

This section presents questions on parental influence (IV). You are kindly requested to indicate how you feel about your parental sensitivity, reliable attendance and responsivity to your needs to using the scale where, 1= Never (N), 2 = Rarely (R), 3 = Sometimes (S), 4= Often (O), and 5 = Always (A).

PS	Parental Sensitivity	N	R	S	O	A
		1	2	3	4	4
PS1	My parents make effort to be gentle with me when talking about my studies					
PS2	My parents always speak to me with smiling faces					
PS3	My parents respect my choices such as my combination choices					
PS4	My parents understand my feelings					

PS5	My parents show that they believe in me					
RA	Reliable Attendance	N	R	S	O	A
		1	2	3	4	4
RA1	My parents take time to talk to me about my studies					
RA2	My parents show concern about my studies					
RA3	My parents keep encouraging about my studies					
RA4	My parents talk to me with warmth and affection					
RA5	My parents pay attention to how I am progressing with my studies					
RA6	My parents buy school materials and groceries I like					
RA7	My parents take time to talk to me about my studies					
RE	Responsivity	N	R	S	O	A
		1	2	3	4	4
RE1	My parents/ guardians pay attention to school needs					
RE2	My parents/ guardians react immediately an issue concerns my studies					
RE3	My parents provide me encouragement					
RE4	My parents always try to be there for me such that I succeed					
RE5	My parents ensure that I am provided with sufficient school requirements					
RE6	My parents make effort to ensure that my studying is not disturbed					
RE7	My parents spare me time to concentrate on my school activities					

Section D: Teacher Support

This section presents questions on students' academic resilience (MO). You are kindly requested to indicate how you feel about how teachers invested in you, having positive regard and high expectations for you and are accessible to using the scale where, 1= Never (N), 2 = Rarely (R), 3 = Sometimes (S), 4= Often (O), and 5 = Always (A).

1	Invested	N	R	S	O	A
		1	2	3	4	4
I1	My teachers show that they are interested in my future					
I2	My teachers take the time to help me get better grades					
I3	My teachers have been helpful regarding my questions about career issues					
I4	My teachers are helpful when I have questions about school issues					
I5	My teachers push me to succeed					
I6	My teachers challenge me to think about my future goals					
I7	My help me understand my strengths					
I8	My teachers support my goals for the future					
PR	Positive regard	N	R	S	O	A
		1	2	3	4	4
PR1	My teachers think I am a hard worker					
PR2	My tell other people good things about me					
PR3	My teachers show it to me that they believe I am smart					
PR4	My teachers show that they enjoy having me in their classes					
PR5	My teachers care about what happens to me					

E	Expectations	N	R	S	O	A
		1	2	3	4	4
E1	My teachers show it to me that they think I am a hard worker					
E2	My teachers try to answer my questions					
E3	My teachers show it to me that they want me to do well in school					
E4	My teachers encourage me to learn					
E5	My teachers show it me that they seek I will be academically successful					
A	Accessibility	N	R	S	O	A
		1	2	3	4	4
A1	My teachers will listen if I want to talk about a problem					
A2	My teachers are easy to talk to about school things					
A3	My teachers are easy to talk to about things besides school					
A4	The teachers are available to give me extra help when I need it					
A5	The teachers are available to help me with my learning					

Appendix B: Introductory Letter

Appendix C: Plagiarism Test