RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND ACADEMIC RESILIENCE AMONG PUBLIC SECONDARY SCHOOL STUDENTS OF TURKANA COUNTY, KENYA

Janet Surum, Esther Njeri Kiaritha, Shikuku Musima Mulambula

Department of Educational Psychology, Moi University, Kenya

Email: jsurum@kabianga.ac.ke, nkiaritha@gmail.com, mulambulamusima@gmail.com

Corresponding Author: https://orcid.org/0000-0001-6856-9824

Introduction: Although, Turkana County is one of the most marginalized county in Kenya, some students from this locality persist to pursue an education from one level to another, surmounting the challenges at each level. The parental involvement factors bolstering their academic resilience formed the basis of inquiry of this study.

Purpose: This study was an investigation of the relationship between parental involvement factors and academic resilience of public secondary school students in Turkana County.

Methodology: This study employed a mixed methods approach using the concurrent triangulation design analysis. The data collection tools were questionnaires and interview schedules. The sample size consisted of 382 students who responded to questionnaires, and 10 teachers and 10 students for the interview schedules. The internal consistency test of reliability was established through computation of the Cronbach Alpha Coefficient whose overall output was .775. The content, construct and criterion-related validity were also established. Similarly, the trustworthiness and authenticity of the qualitative data was established.

Results: The study found that parental involvement academically, physically, socially, emotionally, financially and parental communication of expectations yielded high academic resilience among students, with parental involvement socially being the strongest predictor of academic resilience.

Recommendations: The study recommended that parents should be involved in their children’s lives academically, physically, socially, emotionally, financially as well as communicate their expectations to their children. Further, parents should especially involve their children in the social aspects of their lives in order to promote academic resilience.

Keywords: Parental Involvement, Academic Resilience, Turkana County.

PUBLIC INTEREST STATEMENT
The findings of this study may benefit the Government of Kenya mutually with the Ministry of Education by providing information concerning the resources that can be mobilized to promote successful outcomes in challenging environments. It may also have a policy impact on promoting educational outcomes in marginalized areas through resilience building.

INTRODUCTION
Assumptions made about resilience presuppose that students who were exposed to more protective factors fair much better than those exposed to risk factors. However, some students despite being exposed to adverse conditions continue to push through education from one grade to another surmounting the challenges at each level. This is true of some students from Turkana County, the most marginalized county in Kenya. Krause and Sharples (2020) concur that there is a growing recognition that how children adapt to traumatic events and stressful conditions is influenced by a myriad of aspects ranging from the sociocultural context which include the resources within families and communities at a given point in time to the children’s skills, experiences, and capacities.

Family is regarded as the source of the first patterns of stress management, difficulties, and failure (Pieronkiewicz & Szczygieł, 2020). Therefore parental involvement may influence the academic resilience of learners. Parents who are physically present in their children’s lives can communicate with them their expectations. Family communication and resilience are deeply interwoven. Parent-child communication appears to be the most significant in "socializing children to be emotionally and behaviorally adaptive" (Theiss, 2018, p. 12).

In this study, parental involvement academically, physically, socially, emotionally, financially and communication of expectations were the domains indicating parental involvement. Families, according to Theiss (2018), provide a foundation for socializing children and equipping them with the skills they need to cope with stressors and recover from unforeseen failures. This assertion is backed by Boden et al. (2016) and Narayan et al. (2018) that exposure to fostering and compassionate social environments, as well as other good experiences such as parental involvement, strong caregiver- and teacher-child relationships, and school engagement was shown to promote health and well-being throughout developmental phases and into adulthood (Boden et al., 2016; Narayan et al., 2018).

Parents have multifaceted and versatile protective influences on many aspects of development, according to Masten and Barnes (2018), and they influence the well-being of their children when they are threatened by adversity. Similarly, effective parenting promotes positive development across all levels of risk, with larger adverse effects when conditions are more threatening. Choe et al. (2013) argue that the family environment, specifically family structural situations, parental responsiveness, management approaches, and exposure to adjusted models, has a serious influence on children's and teenagers' self-regulation skills, a feature associated with resilience. Romero et al. (2018) further emphasize the importance of parents in building resilience by reducing the negative effects of harsh conditions. Although emotionally supportive parents cannot prevent difficulties in life, they can provide comfort and/or support to their children as they adjust to and make sense of life's challenging experiences.

According to Ofiesh and Mather (2013), adults who have been successful in life despite having been challenged by
learning problems as children described their family members as "extraordinarily supportive." Parents who continued to encourage academic success supplied financial resources, and aided access to necessary programs were among those who provided this assistance. Parent employment for instance affects both the quality and quantity of parent-child bonding time and therefore determines how the mother or father parents (Han et al. 2019). In the spirit of improving the life chances of children growing up in adverse conditions, parents and parenting were key considerations.

Kong (2020) conducted research using data from the Growing Up in Ireland longitudinal study to determine the association between parental socioeconomic status and academic resilience, this was connected to the construct of parental involvement in this study. The work status and educational level of the parents were used to determine their socioeconomic status. The population in 1998 comprised 8000 9-year-olds and 10000 9-month-olds, who are now 22 and 12 years old, respectively. Multiple regression was used to evaluate the data, and the study discovered that children from low socioeconomic backgrounds showed high academic resilience due to the strength of parent-child connections. The implication for this study was that parental involvement financially leads to high academic resilience. However, while the reviewed study was longitudinal in nature, the current study was cross-sectional in nature. Further, Ireland is different from Kenya in terms of the economy, availability of infrastructure, life expectancy among others, and therefore the need to conduct the study in Kenya.

Anagnostaki et al. (2016) investigated whether and how personal and family resources of immigrant youth account for personal variation in academic resilience in a cross-sectional study in which 300 middle school students, 73 Albanian children, plus 227 Greeks (average age 13.9 years) were included in the sample, all of them were registered in Greek inner-city middle schools. Four family resources (parental involvement in school, family support, and parents’ education) were assessed for academic resilience. Immigrant and non-immigrant youth both had stronger academic resilience when their families had more resources. The findings showed that there was a strong connection between family resources and academic resilience. Independent of immigrant or social status, students who had greater family support and whose parents had a higher level of education and were more committed to their child's school were likely to have greater academic resilience.

The Project Competence research in Minnesota by Garmezy et al. (1984), is a model work on the subject of resilience, particularly worth revisiting. The study looked at how life stressors affected the aptitude of 612 primary school students in grades 3-6 in two Minneapolis public schools. The sample was chosen to reflect the socioeconomic disparity and ethnic minorities in the public school system at the time. Garmezy and colleagues (1984) focused on the association between competence, hardship, inner functioning, and a set of personal and familial characteristics. A total of 205 children and families took part in the subsequent studies at the ages of 7, 10, and 20 to provide longitudinal data on competence and resilience. During the school years, tutor ratings, peer feedback, and school record data were used to assess competence, while a life event questionnaire was used to assess stress exposure. Using an exploratory multiple regression correlation analysis, the investigators also interviewed parents about their family’s social order and their child's perspective.

According to the study's findings, disadvantaged children with lower IQs and socio-economic status but also less positive
family characteristics, were generally less capable and more likely to be disruptive in school. This implies that the lack of parental involvement financially as indicated by low SES affected academic resilience. The researchers discovered, however, that some of the disadvantaged children were capable, doing well, and did not exhibit behavioral problems. This discovery prompted researchers to wonder why some children did not succumb to adversity and thus did not develop negative adaptations. This study was carried out among children in the western world, which has a different education system from Kenya and cannot be generalized to children in the Kenyan context.

Morales (2010) explored the protective factors in the lives of ten elementary-aged pupils, all of whom were over the age of eight, who lived in a rural Virginia school division that had experienced hardship. Fifty low-income students of colour who were academically resilient were selected. The students that took part in the study had a parent with poor educational backgrounds, low-paying jobs, and were classified as ethnic minorities. Inverted triangulation interviews were used to interview each student at least three times. The study revealed that academically resilient students had protective factors that include high parental expectations, and a mother modelling a strong work ethic. The reviewed study was highly qualitative while the current study is a mixed-methods study. While the sample in the above study consisted of only ten participants, a lesser sample size which is prone to the margin of error, the present study consisted of 378 students.

Sandoval-Hernandez and Biaowolski (2016) investigated how poor socioeconomic status influenced academic resilience in mathematics among Asian Education System pupils. In the five countries, the research sample included 23,354 pupils from 720 schools. Singapore, South Korea, Hong Kong, Chinese Taipei, and Japan were the countries involved. In Singapore, disadvantaged and non-disadvantaged students showed a difference in academic expectations and time spent on mathematics at home. In Korea, being male increases the likelihood of resilience, and in Taipei, low levels of bullying at school increase the odds of resilience. The findings indicated that interventions influencing behavior as reflected in differentially associated variables could aid disadvantaged students in becoming academically resilient. This study was limited to Asian counties only thereby hindering generalization. It was important to carry out the study in Kenya to examine any notable differences.

Despite the highly competitive academic environment, Li (2017) conducted a quantitative analysis to determine the explanation for Chinese students' academic resilience. The sample consisted of 693 mixed-gender pupils randomly recruited from five public and one private secondary school in China. When school commitment, individual conflict attitudes, parental supervision, and school involvement/recognition were examined alongside academic resilience, the study found that parental supervision, school involvement, and recognition improve academic resilience. The reviewed study was conducted in China, an Asian country with a different education system and philosophy. The present study assessed parental involvement in an African setup and Kenya in particular.

Research supports parental support as an influential variable in promoting resilience. Theron and Van Rensburg (2020) conducted an inferential, secondary data analysis of narrative and visual data derived from two samples of adolescents on primary caregivers and adolescent resilience in an African context on South African adolescents 133 from rural and 385 from urban settings. Parent figures who
encourage resilience offer additional access to material resources, co-regulate teenage behaviour, encourage dedication to education, and provide emotional support in the form of affection, according to the findings of the study on resilient adolescents. The study affirmed that parent figures do matter for adolescent resilience. While data from this previewed study was obtained through secondary data analysis, the present study deduced academic resilience based on primary data obtained from questionnaires and interviews. In addition, the reviewed study focused on general resilience, the current study focused on academic resilience.

Educational challenges for children exposed to any risk factor, according to Kwok et al. (2016), are receptive to differences in the quality of the home and school atmosphere. Lofgren and Lofgren (2017) employed a narrative analysis to investigate educational resilience from the perspective of 12-13-year-old Swedish grade six students in eleven schools. Family expectations increased educational resilience, according to the study's findings, resilience is a matter of living up to family expectations. This reviewed study was conducted among grade six pupils whose cognitive development level is lower compared to those in secondary schools which the current study was concerned with, in addition, the study was purely qualitative while the current study implored a mixed-methods approach to understanding parental involvement and academic resilience.

Rojas (2015) carried out an exploratory study to determine the variables that may hamper academic resilience. The research looked into how various parental and individual environmental factors influence academic resilience. Six pupils studying in a public school in Bogotá, Colombia, participated in the exploratory study. The school was in a low-income, marginalized neighbourhood of the city, where social issues like poverty and violence were frequent. Document analysis, as well as interviews with instructors and parents, were used to collecting data. The results of the study revealed that individual and parental involvement are the strongest predictors of academic resilience. The reviewed study was conducted on six students which hinders its generalization as well increasing the chances of great error margins. This study used a sample of 378 students and this may make it generalizable and reduce the margin error. In addition, the reviewed study was purely qualitative, the present study used a mixed-methods approach to fill in the gaps in the literature.

Boutin-Martinez et al. (2019) sought to find out if there was a link between personal and parental protective variables and Latina/o high school students' academic resilience, as well as their connection with 12th-grade mathematics achievement, dropout rates, and post-secondary enrolment. The National Centre for Education Statistics' Education Longitudinal Study of 2002 dataset was used to compile the data for this study (NCES). Latent class analysis was performed to examine academic protective profiles, or latent groups, among high school Latina/o students (N=141610) and to properly evaluate group differences between males and females, socioeconomic background, immigrant status, student's native language, early education attendance, and 10th-grade mathematics. The research results reported the existence of academic protective groups, which differed significantly in terms of academic discussions with parents and attitudes toward mathematics including parental communication, parental involvement, and attitudes. Whereas the findings of the reviewed study were based on a longitudinal study, it was interesting to find out if the results would differ in a cross-sectional study as in the present study.
On a sample of 16,916 children aged 3-7 from the United Kingdom Millennium Cohort Study, Flouri et al. (2015) investigated the longitudinal effects of these three risk factors on children's internalizing and externalizing problems, as well as the function of parenting in moderating these effects. Parental involvement in learning, parental discipline, and the quality of the parent-child bond were all factors in parenting. According to the findings of this study, a positive parent-child relationship can help early children develop emotional and behavioural resilience to many types of environmental risk. The reviewed study focused on emotional and behavioural resilience while the current study focused on understanding parental involvement in academic resilience.

Carrillo (2018) undertook a qualitative study at Urban High School in Colorado to determine the elements that enhance or hinder academic resilience in immigrants. Interviews and document analysis were used to gather information. The study’s findings demonstrated that family separation, whether permanent or temporary, has an emotional impact on academic resilience. This study’s findings support the nuclear family as the optimum family for developing resilience. However, the above study was carried out in the western world and cannot be generalized to Kenya. In addition, the above study was predominantly qualitative in nature, while the current study used both qualitative and quantitative techniques.

Li et al. (2017) investigated risk and resiliency in the classroom for children and teenagers in Chinese and Singaporean schools. The main purpose of this research was to find factors that shield kids from the negative consequences of risk and stress and hence help them succeed academically. This study discovered that, in addition to pan-human attributes, Asian students’ academic resilience could be credited in part to Asian characteristics such as focusing on education, students' tenacity, discipline, and their parents' educational values. This reinforces the significance of taking culture and national context into account in studies of academic resilience. The Asian cultural context differs from the African cultural context and it is crucial to explore academic resilience in the African Context.

Marcelo (2018) conducted a study in the United States of America to determine the academic resilience protective factors among Black and Latino gifted children. To investigate the impact of protective factors in helping gifted kids of colour to succeed academically, the researchers used a qualitative phenomenological research approach. The sample size was eight high-achieving Black and Latino brilliant middle school children who excelled academically. Semi-structured interviews and classroom observations were used to obtain data. According to the findings of the study, increased parental participation promoted academic resilience. The reviewed study utilized a small sample of eight students, however, the current study utilized a larger sample of 378 students to analyse the relationship between parental involvement and academic resilience. In addition, the reviewed study was highly qualitative, the existing study used a mixed-method approach where the quantitative and qualitative data were collected. This method ensured the high validity of the findings.

Olaseni (2020) conducted a quantitative study in Ondo State, Nigeria, to determine the influence of parental involvement in predicting academic resilience among 347 teenagers (178 males and 169 females). The study was guided by Flach's theory of resilience, and the study sample was selected purposively. The data was also subjected to multiple regression analysis. The study’s findings demonstrated that parental involvement substantially predicts academic resilience. The reviewed study was highly quantitative while the current study contributed to filling in the
gaps in the literature by employing a mixed-methods approach. Moreover, the reviewed study utilized a purposive sampling approach which limits the generalization of the results, the current study used both random and purposive sampling techniques. Using an ecological approach and a quantitative technique, Dotterer and Wehrspann (2016) investigated the association between parental engagement in school and academic outcomes. The sample comprised 118 kids in grades 6-8 from an urban school in the United States Midwest. According to the study’s findings, parental involvement has a favourable impact on academic outcomes. Additionally, excellent academic outcomes will be achieved when parents collaborate with their child and their child’s school to encourage favourable academic growth. The reviewed study was carried out among American students, therefore the findings of the study may not be generalized to students in Kenya. The current study also sought to find out whether parental involvement would successfully predict academic resilience among students in an African setup like Kenya.

Florez (2015) undertook an exploratory study to look into the factors that influence academic resilience in middle school, as well as the risk and protective factors that influence academic outcomes. Six pupils were chosen from a public school in Colombia that was located in a marginalized and impoverished area of the city. Document analysis and interviews with teachers and parents were used to gather data. Protective factors, according to the findings of this study, can be linked to family supervision, support, and meaningful engagement, which, when provided, enhance academic resilience and, as a result, academic achievement. The above study was carried out on a small sample of 6 students which is prone to a margin of error, while the present study was being carried out on 378 secondary school students thereby decreasing the margin of error. Besides, the above study was carried out in South America, a context different from Kenya.

According to Schoon (2006), families who set high standards for their children's behavior from an early age help them develop resiliency. It was interesting to find out if the present study would confirm or disconfirm these assertions. Bester and Kuyper (2020) used a quantitative approach to investigate the relationship between additional educational support and academic resilience of 117 grade nine to ten poverty-stricken adolescents in two schools in Gauteng, South Africa, that differed in terms of socio-economic nature and educational support provided. The findings revealed that parental participation was positively connected to resilience. The reviewed study was purely quantitative. However, the current study examined, parental involvement and academic resilience using a mixed-methods approach that provided a complete understanding of the academic resilience construct.

The study was anchored on Bronfenbrenner’s ecological-transactional model of development (Bronfenbrenner, 1979) renamed Bioecological Systems Theory in 1986 (Bronfenbrenner, 2005) to emphasize that a child's biology and external factors influenced their development. This theory views the child as growing up in a microsystem that includes the school, parents, and the neighbourhood or childcare environments and builds an analysis of the relationship between the individual and their parents, siblings, or school environment. Relationships between people occur in two ways- from the child and towards the child and are therefore bi-directional. For example, parents influence the child and the parents are also influenced by the child. The microsystem is the child's immediate environment, which includes their immediate family, school, and neighbourhood. In this study, the
microsystem of interest was the family as this is where the parents were found. Consequently, parental involvement was considered a facet of development as illustrated in the microsystem of the theoretical framework. Similarly, parents are agents of the mesosystem, exosystem, macrosystem and therefore formed a key aspect of this study.

STATEMENT OF PROBLEM:
In Kenya, there are many students from at-risk environments such as Turkana County (Commission on Revenue Allocation Working Paper, 2012) who overcame personal and environmental challenges and adversities associated with the families they grew up in, the schools they attended, and the personal attributes they possess and went on to persist in the schooling process and succeeded in getting an education, a characteristic of academic resilience. Such students defy the stereotype that students from at-risk environments have negligible chances of succeeding in education. Even though they may not have the wherewithal to succeed, a good number of these children learn to the highest levels, while some attain high performances in non-academic arena and give hope to others in similar circumstances. This study sought to establish the boosters of academic resilience emanating from parental involvement factors.

PURPOSE OF THE STUDY:
The purpose of this study was to determine the parental involvement factors that predict the academic resilience among public secondary school students in Turkana County, Kenya.

RESEARCH QUESTIONS
1. What is the level of parental involvement among public secondary school students of Turkana County?

HYPOTHESIS
1. There is no significant relationship between parental involvement factors and academic resilience among public secondary school students of Turkana County.

METHODOLOGY
Research Designs
This study used the concurrent triangulation design where both quantitative and qualitative data were collected simultaneously to compare or combine both results to obtain more complete and validated conclusions (Plano Clark & Ivankova, 2016). In this study, the researcher gave both quantitative and qualitative data equal priority hence the quantitative and qualitative approaches were combined after the data in both study strands had been analyzed. The quantitative and qualitative results were compared or synthesized to identify confirming evidence and gain a better knowledge of the research problem which is an advantage of this design.

Population and Sample
The target population of the study consisted of 52 public secondary schools with 16,444 students and 392 teachers. Using random sampling, the accessible population arrived at was 16 public secondary schools and 382 students, where 378 students formed the actual study sample size. Data was collected from these 382 students using questionnaires. Further, purposive sampling was used to arrive at 10 students and 10 teachers and data collected using interview schedules.

Instrument for Data Collection
The instruments for data collection consisted of questionnaires for students and interview schedules for students and teachers. The questionnaire was constructed by the researcher and consisted of one section which contained indicators of
parental involvement academically, physically, socially, emotionally, financially, and communication of expectations to children. The questionnaire consisted of six parts each with two items, summing up to twelve items for this scale. The indicators of parental involvement were borrowed from the California Healthy Kids Survey. The researcher used the internal consistency test of reliability which was established through computation of the Cronbach Alpha Coefficient to establish the reliability of the questionnaire items. The overall reliability for this instrument was .775. This study also considered the content, construct, and criterion-related validity. Further, the trustworthiness and authenticity of the qualitative data was established using four approaches; credibility, dependability, conformability, and transferability.

Procedure for Data Collection
Due to the nature of the design of this research, the researcher conducted a side-by-side comparison of the quantitative and qualitative data, by reporting the quantitative statistical results and then a discussion of the qualitative findings. Summarizing huge amounts of raw data, categorizing, rearranging, and ranking data were all part of the data analysis process. In analysing quantitative data, using a Statistical Package for Social Sciences (SPSS) version 25, for synthesis and analysis, the data collected was coded, entered, and analysed. Inferential and descriptive statistics were used. Descriptive data originated from the primary analysis of the research data that was collected. Using thematic analysis to analyse qualitative data, the raw data was read through and coded, a concurrent triangulation approach where the themes were established by converging interviews from the participants was used. Identifying, analysing, and reporting themes within data, as well as interpreting various aspects of the research subject, are all part of the thematic analysis (Braun & Clarke, 2006). Further, processes including data reduction, display, conclusion, and verification are all part of qualitative data analysis. The raw data collected from the respondents during the interviews were transcribed and read several times to ensure that there were no gaps, inconsistencies, or extraneous data.

Method(s) of Data Analysis
Multiple regression analysis was used because parental involvement was evaluated on six levels; academically, physically, socially, emotionally, financially and communication of their expectations to their children, and Pearson Product Moment Correlation Coefficient was used to establish the relationship between parental involvement and academic resilience.

RESULTS
Research Question 1: What is the level of parental involvement among public secondary school students of Turkana County?
From Table 1, academic, physical, emotional, financial, and communication of expectations constructs of parental involvement were associated with academic resilience, except social involvement that manifested ambivalent academic resilience. Further, the following findings were revealed about parental involvement academically, physically, socially, emotionally, financially and communication about expectations; generally, parental involvement resulted in high academic resilience (4.08). For example academically, 79.4% of students reported that their parents were always involved academically, while 6.3% responded that they were never involved academically, 14.3% responded that their parents were involved in their academics sometimes. Regarding parental involvement physically, 54% of the students testified that their parents were physically involved in their academics whereas 26.7% said that this happened only sometimes and 19.3% reported that their parents were physically never involved in their academics. Regarding parental communication of expectations, 87% of parents always communicated their expectations to their children. Table 2 indicates the mean scores of parental involvement and academic resilience.
Table 2: Mean scores of Parental involvement factors and academic resilience (N=378)

<table>
<thead>
<tr>
<th>Parental involvement</th>
<th>N</th>
<th>Mean</th>
<th>STD Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academically</td>
<td>378</td>
<td>8.9233</td>
<td>1.8273</td>
</tr>
<tr>
<td>Physically</td>
<td>378</td>
<td>7.3968</td>
<td>2.8202</td>
</tr>
<tr>
<td>Socially</td>
<td>378</td>
<td>6.7540</td>
<td>2.2790</td>
</tr>
<tr>
<td>Emotionally</td>
<td>378</td>
<td>8.3545</td>
<td>2.1226</td>
</tr>
<tr>
<td>Financially</td>
<td>378</td>
<td>8.4365</td>
<td>1.9523</td>
</tr>
<tr>
<td>Expectations</td>
<td>378</td>
<td>9.6556</td>
<td>1.9488</td>
</tr>
<tr>
<td>Overall</td>
<td>378</td>
<td>48.92</td>
<td>8.10</td>
</tr>
</tbody>
</table>

The results revealed that regarding parental involvement indicators, parental communication of expectations and academic resilience was very high = 9.6556. This was followed by parental involvement academically = 8.9233. Parental involvement socially had the lowest mean score of = 6.7540. It should be noted that the mean scores on only parental involvement academically, emotionally, financially and communication of expectations were high since the maximum points were 12. In contrast, parental involvement socially and physically were moderate.

Hypothesis 1: There is no significant relationship between Parental Involvement factors and Academic Resilience among public secondary school students in Turkana County.

Table 3: Correlation coefficients of Parental involvement and Academic Resilience

<table>
<thead>
<tr>
<th>Parental Involvement</th>
<th>N</th>
<th>r</th>
<th>Sig (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academically</td>
<td>378</td>
<td>0.140</td>
<td>0.007**</td>
</tr>
<tr>
<td>Physically</td>
<td>378</td>
<td>0.104</td>
<td>0.042**</td>
</tr>
<tr>
<td>Socially</td>
<td>378</td>
<td>0.242</td>
<td>0.000**</td>
</tr>
<tr>
<td>Emotionally</td>
<td>378</td>
<td>0.229</td>
<td>0.000**</td>
</tr>
<tr>
<td>Financially</td>
<td>378</td>
<td>0.141</td>
<td>0.006**</td>
</tr>
<tr>
<td>Expectations</td>
<td>378</td>
<td>0.235</td>
<td>0.000**</td>
</tr>
<tr>
<td>Overall</td>
<td>378</td>
<td>0.285</td>
<td>0.000**</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.05 level (2-tailed).

The findings revealed that there was a significant correlation between indicators of Parental involvement (Academically, physically, socially, emotionally, financially, parental expectations) and academic resilience. This is because all the P-values of the indicators were less than the level of significance of 0.05. However, it also revealed that the social aspect of parental involvement had the strongest correlation compared to all the other aspects (r=0.242). This was followed by the expectations of the parents (r=0.235). The weakest correlation was noted in the physical aspect of parental involvement (r=0.104) and parental involvement financially (r=0.141). In addition, it was noted that the correlation of indicators of
Parental involvement and academic resilience was weak but significant since all the correlation coefficients were below 0.05. Cumulatively, parental involvement significantly correlates to academic resilience as indicated in Table 3 at $P<0.05$. Given that the relationship was statistically significant, the hypothesis that “there is no statistically significant relationship between Parental involvement factors and Academic Resilience among the form four students” was rejected. It was therefore concluded that there is a statistically significant positive relationship between parental involvement factors and Academic Resilience among the Public Secondary School students in Turkana County. The findings of this study are in tandem with that of Marcelo (2018) who found out that a strong significant relationship exists between high parental involvement and academic resilience. The findings also support the findings of a study by Florez (2015) who found that the protective parental involvement of family guidance, support, and meaningful involvement boosts academic resilience significantly. Similarly, the study sought to estimate the level of influence of parental involvement on academic resilience. This was done by use of regression analysis. The results of the inferential statistics are presented in Table 4 below.

Table 4: Model Summary of Regression Analysis of Parental involvement factors and Academic Resilience

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R2</th>
<th>Adjusted R2</th>
<th>Std Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.334*</td>
<td>0.111</td>
<td>0.097</td>
<td>4.81010</td>
</tr>
</tbody>
</table>

\*Correlation is significant at the 0.05 level (2-tailed).

The model summary reveals that the parental involvement factors accounted for 9.7% (R Square =0.097) of the variation in academic resilience among public secondary school students. This finding means that variation in academic resilience is 9.7% explained by the variability of parental involvement factors among the public secondary school students. The findings of this study corroborate with the findings of other studies conducted by Kong (2020), Anagnostaki et al. (2016), Theiss (2018), Boden et al. (2016), and Romero et al. (2016) who found out that parental involvement increases academic resilience of students.

**DISCUSSIONS**

The study found that there was a positive significant relationship between parental involvement factors and academic resilience ($r=.285$, $n=378$, $p<.05$). Similarly, it was observed that among parental involvement factors, parental involvement socially was the strongest ($r=0.242$) correlate of academic resilience. This was followed by the expectations of the parents ($r=0.235$). The weaker correlation was noted in the physical involvement ($r=0.104$) and parental involvement financially ($r=0.141$). A substantial number of students experienced protective parental involvement. This finding corroborates with the study by Rojas (2015) that parental involvement predicts academic resilience and the study by Boutin-Martinez et al. (2019) that parental involvement predicts academic resilience. Furthermore, qualitative data also revealed that students who experience high parental involvement manifested academic resilience majorly because they felt a sense of personal...
obligation toward their parents/guardians and vice-versa. The qualitative data also support the quantitative findings. This is also reported in the qualitative findings below. One of the teachers observed,

Some parents show seriousness by coming to school to check performance, attending academic meetings, paying school fees, and buying the materials needed, talking to their children about academics and you find that for such children despite the academic challenges they never give up because they do not want to let their parents down. But we have parents who no matter how much you invited them to school to discuss their children’s academics they can never turn up. I have never seen parents of some students since they were in form one despite them being alive (Teacher 2).

From the excerpt by teacher 2, the concept of parental involvement academically (checking performance), physically (coming to school), financially (paying fee, buying books), emotionally (talking about academics) build the spirit of not giving up. This concept of endurance in school is resilience. This finding is in agreement with Marcelo (2018) who reported that high parental involvement promoted academic resilience. This is also in line with the findings of Li (2017) who found out that parental involvement in school promotes academic resilience. Further, the finding corroborates with that of Carrillo (2018) that parental involvement physically in the form of a nuclear family promotes resilience.

Another teacher had this to say:

Most parents in this region do not value education but are slowly embracing it. Those who come to school to check on performance and talk to their children about academics are passing a message to their children regarding the importance of education. There are also those parents who act as mentors for children in school; they talk to them when they notice negative changes in performance and keenly monitor them even when they are at home, such children work hard in school (Teacher 7).

The response by teacher 7 is an indication that parental involvement physically (they come to school), emotionally (they talk to them when there is a drop in performance), pushes students to persist through schooling. This is in agreement with the finding of studies by Flouri et al. (2015) that parental involvement physically and academically promote academic resilience, and Marcelo (2018) that parental involvement academically promotes academic resilience. Concerning the social involvement of parents in their children’s lives 44.2% of parents were said to be always socially involved, 27.8% responded that this only happened sometimes while 28% reported that their parents were never socially involved. Notably, this was the highest percentage on the scale of never among all other items in the parental involvement scale. Inferring from this, for most parents, knowing the friends of their children and even attending social functions together was not important. When asked whether her parent knew any of her friends, one student commented, ‘My parents have never asked me who my friends are, as long as I behave well they don’t have a problem’ (Student, 4).

Concerning the emotional involvement of parents in their children’s lives, 72% of the students reported that their parents were always involved while 16.4% reported that this happened only sometimes and 11.6% responded that this
never happened. Nevertheless, the 72% positive response reflects effort from the parents. Qualitative data obtained from another teacher indicated that parents who are present for their children and act as mentors in the schooling process promote the academic resilience of learners. A student confirmed, "When I don’t perform well my father encourages me to do my best, he even takes me for extra tuition and buys me revision books, and I don’t want to let him down (Student 10)."

From the excerpt of student 10, the concept of parental involvement emotionally (my father encourages me) and financially (takes me for extra tuition and buys me revision books) was revealed. Because of this, the student feels obligated to persist in school. This support propels the students towards resilience. This finding is supported by Theron and Van Rensburg (2020) who assert that resilience enabling parents give emotional support in the form of affection that adolescents appreciate.

On parental involvement financially, 70.1% of the respondents said that their parents always supported them by buying them books and other school requirements, while 20.6% said that this happened only sometimes, 9.2% said that they were never supported by their parents. For instance, some teachers observed:

Most of the parents here are very poor and so are not able to support their children’s education and rely on well-wishers, sponsors, bursaries, etc. However, I have seen a father who sold his camels, cows, and goats so that his son could finish school, the son is now a teacher. Myself, I was born and raised here, my father was a pure pastoralist, no education, no job, nothing but he sold his camels most of the time until I finished secondary and university (Teacher, 6).

From the comments by Teacher 6, the sacrifice that some parents make despite the poverty levels was a testament to their involvement academically and financially, and like in teacher 6 self-reporting, it can be deduced that resilience was at play because of the involvement of parents. The finding is in tandem with those of Theron and Van Rensburg (2020) who agree that parent-figures who enable resilience provide access to material resources.

This scale also sought to find out whether parents communicate their academic expectations of their children to their children and the results were striking. From the responses 87% of respondents reported that their parents always told what they expect from them academically, while only 5.3% responded that this only happened sometimes, 8.2% reported that their parents never told them what they expected of them. Perhaps awareness of the importance of education is vast. One student commented:

My mother tells me she did not go to school and that is the reason why she was married early, she always tells me that she does not want me to live the kind of life she has lived and that if I work hard in school I will be a better person in the future. She tells me that she wants me to get a good grade that will take me straight to university (Student 4).

The above expression is an indication that some parents communicate to their students their academic expectations of them. This is a trigger and an encouragement to the child to persist in education. This backs up a previous study by Theiss (2018), who discovered that the function of parents–children communication is the most important "in socializing children to be emotionally and behaviorally adaptive." Boutin-Martinez et al. (2019) also confirm the role of parental communication in their study that reported...
parent communication with their children as a resilience protective factor.

CONCLUSION
Based on the findings of the study, the study concluded that parental involvement academically, physically, socially, emotionally, financially and communication of expectations predict academic resilience. Further, parental involvement socially was the most significant predictor of academic resilience among other parental involvement factors. Therefore, parents should be intentionally involved in their children’s lives academically, physically, socially, emotionally, financially, and communicate their expectations. Parental involvement socially should be given more emphasis by parents as it is the greatest predictor of academic resilience.

RECOMMENDATIONS
The study recommended that:
1. Parents should be involved in their children’s lives in all aspects and communicate to them the high expectations they have of them.
2. Parents may be educated through formal and/or informal meetings on the need for playing a supportive collaborative role in providing a conducive environment that boosts their children’s academic resilience.
3. Parents enhance their social involvement in their children’s lives by showing interest in knowing and meeting their children’s friends as well as attending important social functions together.

Conflicts of Interest: The authors declare no conflict of interest.

Acknowledgments: The authors acknowledge the support of colleagues from the Department of Psychology and Foundations, and the office of the Dean, School of Education, Arts and Social Sciences, University of Kabianga and University of Kabianga IREC for the research grant. I acknowledge the Mawazo Institute for the fellowship Award and APA, Trauma Division for the International Student Stipend.

Authors’ Bionote
Janet Surum, PhD student in Educational Psychology, Department of Educational Psychology, Moi University, Lecturer at University of Kabianga, Mawazo Institute Fellow, Member of the International Society for the Study of Behavioural Development.

Dr. Esther Njeri Kiaritha, Senior Lecturer in Educational Psychology, Department of Educational Psychology, Moi University, Member of the American Psychological Association.

Dr. Shikuku Musima Mulambula, Senior Lecturer in Educational Psychology, Department of Educational Psychology, Moi University.

Disclaimer Statement
This work is part of a thesis submitted for the award of Doctor of Philosophy (PhD) of Educational Psychology of Moi University. The title of the thesis is ‘Personal and Socio-contextual factors as predictors of Academic Resilience among public secondary school students: A case of Turkana County, Kenya.’ The amount of work from the thesis include: introduction, literature review, methodology, results, recommendations and conclusion. Department of Educational Psychology, Moi University; Names of Supervisors: Dr. Esther Njeri Kiaritha and Dr. Shikuku Mulambula.

Authorship and Level of Contribution
Janet Surum: Abstract, Introduction, purpose of the study, topic, research
questions, research hypothesis, results, references, proofreading, collation.

**Dr. Esther Njeri Kiaritha**: Topic, statement of the problem, purpose of the study, results, discussion, methodology, proofreading, collation, formulation of questionnaire.

**Dr. Shikuku Musima Mulambula**: Literature review, results, discussion, methodology, data analysis, references, formulation of questionnaire, collation.

**REFERENCES**


Olaseni, J. T. (2020). Academic Resilience: The Roles of Parental involvement and


