

UNIVERSITE DE YAOUNDE I

CENTRE DE RECHERCHE ET DE
FORMATION DOCTORALE (CRFD) EN
SCIENCES HUMAINES, SOCIALES ET
EDUCATIVES

UNITE DE RECHERCHE ET DE
FORMATION DOCTORALE EN
SCIENCES DE L'EDUCATION ET
INGENIERIE EDUCATIVE



THE UNIVERSITY OF YAOUNDE I

POST GRADUATE SCHOOL FOR
SOCIAL AND EDUCATIONAL
SCIENCES

RESEARCH AND DOCTORAL
TRAINING UNIT FOR SOCIAL
SCIENCES OF EDUCATION AND
EDUCATIONAL ENGINEERING

The Influence of Parental Involvement on Learner's Academic Engagement in Some State Secondary Schools in Yaounde VI Sub-Division

*Thesis presented and defended on the 13th of January 2023 for the
Master's Degree in Educational Sciences*

Option: Educational Management

Specialization: School Administration

By

AFEGENWI Clover YUNINWENKEH

Matriculation N°: 19P3721

B.A in Sociology

Jury

Quality	Names and grade	Universities
President	Maureen EBANGA TANYI, Pr	UY I
Supervisor	NOUMBISSI Claude Désiré, MC	UY I
Examiner	MBEH Adolf TANYI, CC	UY I



CERTIFICATION

We hereby certify that this work entitled: Parental Involvement on Learner’s Academic Engagement in Some State Secondary Schools in Yaoundé VI Sub-Division was carried out by AFEGENUI CLOVER YUNINWENKEH Matricule 19P3721 University of Yaoundé 1, Faculty of Education, Department of Curriculum and Evaluation/ Management of education, Option: educational administration.

Head of Department

President of Jury

.....

.....

Supervisor Examiner:

Date

DEDICATION

I dedicate this work to my late father Mr Kamchu Oscar Yuninwenkeh.

ACKNOWLEDGEMENT

It is evident that man cannot work and live in isolation. It is for this reason that this work could not be single handedly done by the researcher and as a result, a number of persons participated in its realization whose tremendous efforts and contributions must be acknowledged.

I am grateful to the efforts put in by my supervisor, Pr. Noubissie Claude Désiré who took pains to guide me throughout the research process. She sacrificed time to view, correct and re-orientate me on this project so as to give it the quality it deserves.

Special thanks to the faculty of education and the department of educational management lecturers who for the past years have nourished me academically, developed my scope of reasoning through which I was able to think rationally and scientifically to the realization of the project.

Special thanks to Dr. Fossimock Blaise Tendogmoh for his relentless efforts in monitoring the project and directing me to various sources of information that helped in the building up of this project.

Sincere thanks to my mentor, Rev Motopoh who dedicated time out of his busy schedule to guide me academically and spiritually throughout the project writing.

I equally thank my classmates who collaborated with me during studies and the entire process of project writing. I am very appreciative to Mr Manna Joseph, Mr EnowOrock for their financial and moral support.

I recognized the support given to me by the Session, and the entire Christian family of the PCC Nsimeyong Congregation.

Finally, I sincerely thank my Mother Yuninwenkeh Viviane, my Brothers Blaise, Climson, Sounders, Elizbeth, Joy, Lessly, kellian, Ivy and Family Manna Joseph for their encouragements and other supports that assisted me in the research process.

TABLE OF CONTENT

CERTIFICATION	i
DEDICATION.....	ii
ACKNOWLEDGEMENT.....	iii
TABLE OF CONTENT	iv
LIST OF FIGURES	viii
LIST OF TABLES	ix
LIST OF ABBREVIATION AND ACRONYMS.....	xi
ABSTRACT	xii
RÉSUMÉ.....	xiii
GENERAL INTRODUCTION.....	1
CHAPTER ONE: BACKGROUND TO THE STUDY.....	3
1.1. Historical Background	3
1.2. Contextual Background.....	6
1.3. Conceptual Background	8
1.4. Theoretical background.....	15
1.4.1. Constructivism and Social Constructivism	15
1.4.2. Engagement theory by Kearsley and Shneiderman (1999).....	16
1.4.3. Sociocultural theory (1934).....	16
1.5. Problem statement.....	17
1.6. Research objective	18
1.6.1. Main objective	18
1.6.2. Specific objectives	18
1.7. Research Question	18
1.7.1. Main research question	18
1.7.2. Specific research questions	18
1.8. Research hypothesis	19
1.8.1. Main research hypothesis	19
1.8.2. Specific research hypothesis.....	19
1.9. Justification.....	20
1.10. Scope	21
1.10.1. Geographical scope.....	21
1.10.2. Thematic scope	21
1.10.3. Theoretical scope	21
1.10.4. Time scope	22
1.11. Significance of the study.....	22
1.12. Contextual Definition of key concepts	23
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK	25

2.1. Cameroon Secondary Education Landscape	25
2.1.1. Teaching and assessment practice in Cameroon secondary schools	25
2.1.2. Grading system in Cameroon secondary schools.....	26
2.2. Conceptual Framework	27
2.2.1. Parental Involvement	27
2.2.2. Types of parental involvement according to Epstein	28
2.2.3. Roles of parents to the child.....	29
2.2.4. The mother as an educator	30
2.2.5. The Father as an educator	31
2.2.6. Parents educational level	33
2.2.7. Home environment	36
2.2.8. Parents voluntary work at school	39
2.2.9. Communication between Teachers and Parents.....	40
2.2.10. Communication strategies.....	41
2.2.11. Academic engagement.....	42
2.3. Theoretical Framework	43
2.3.1. Engagement theory by Kearsley and Shneiderman (1999).	43
2.3.2. Significance of the theory to the study	44
2.3.3. Constructivism and Social Constructivism.....	44
2.3.4. Significance of the theory to the study	45
2.3.5. Human Development and Socio-Cultural Theory.....	45
2.3.6. Significance of the theory to the study	46
2.4. Empirical review	47
2.4.1. Parents level of education and student’s academic engagements	47
2.4.2. Home environment and students’ academic engagement.....	50
2.4.3. Parents voluntary service in school and students’ academic engagement.....	54
2.5. Research Gap.....	57
CHAPTER THREE: RESEARCH METHODOLOGY	58
Introduction	58
3.1. Research Design	58
3.2. Area of the study.....	58
3.3. Population of the study	59
3.4. Population threshold.....	60
3.4.1. Target population	60
3.4.2. Accessible population.....	61
3.5. Sample.....	62
3.5.1. Sampling technique	62
3.6. Data collection.....	63
3.6.1. Primary data	63
3.6.2. Secondary data	63

3.7. Research Instruments	63
3.7.1. The questionnaire	64
3.7.2. Description of the tool	64
3.8. Validation of the instrument	65
3.8.1. Face Validity	65
3.8.2. Content validity	65
3.9. Reliability of the instruments	66
3.9.1. The Pilot Test	66
3.10. Administration of instruments	67
3.10.1. Administration of the interviews	67
3.10.2. Ethical Consideration	68
3.11. Authentication of instruments	69
3.11.1. The data analysis technique	69
3.11.2. Statistical Procedures Used	70
3.12. The variables of the study	70
3.12.1. Independent variable	70
3.12.2. The dependent variable	71
CHAPTER FOUR: PRESENTATION OF RESULTS AND DATA ANALYSIS	74
Introduction	74
4.1. Data analysis frequency tables	74
4.1.1. Analysis of General Information	74
4.1.1.1. Presentation of Respondents' Personal Information	74
Source: field data (2022)	75
4.1.2. Analysis of the Independent Variable	76
4.1.3. Analysis of the Dependent Variable	88
Source: this study (2022)	95
4.2. Verification of Research Hypotheses	96
4.2.1. Research hypothesis 1	96
4.2.2. Research hypothesis 2	97
4.2.3. Research hypothesis 4	99
Conclusion	100
CHPATER FIVE: DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.	101
Introduction	101
5.1. Discussion of findings and conclusions	101
5.1.1. Personal information	101
5.2. Discussion of results according to objectives of the study	102
5.2.1. Research hypothesis one	102
5.2.2. Research hypothesis 2	103
5.2.3. Research hypothesis 3	104

5.2.4. Research hypothesis 4	105
5.3. Recommendations.....	107
5.4. Suggestions for further studies	108
CONCLUSION.....	109
REFERENCES	110
APPENDIXIS	117

LIST OF FIGURES

Fig. 1. <i>Conceptual diagram</i>	14
Fig. 2: Diagrammatical Representation of Population, Accessible Population and Sample of the Study	60

LIST OF TABLES

Table 1.....	61
Showing Target population of the study	61
Table 2.....	62
Showing accessible population of the study.....	62
Table 3: presentation of sample distribution.	62
Table 4: Presentation of variables and corresponding items on the questionnaire	65
Table 5: Case Processing Summary.....	67
Table 6: Correlation value and interpretation.....	70
Table 7: The recapitulative table of the hypotheses, variables, indicators, modalities, measurement scale and statistical test	72
Table 8: Recapitulative table of dependent variable.....	73
Table 9: Gender	74
Table 10: Level of education	75
Table 11: School.....	75
Table 12: Nationality.....	75
Table 13: My parents are both educated and can teach me at home.....	76
Table 14: My parents always help with my home work	76
Table 15: My parents are university graduates and speak English fluently	77
Table 16: My parents know how to calculate my average	77
Table 17: My parents speak correct grammar in the house and correct our errors.....	78
Table 18: My parents read and write very well and even help out with difficult words	78
Table 19: I have a personal reading space in our compound	79
Table 20: My reading room has a good table and a blackboard for practice	79
Table 21: My reading space is quiet and calm	80
Table 22: My home activities do not cover my reading time	80
Table 23: After my home activities I have time to rest before reading.....	81
Table 24: Our compound is calm and peaceful for learning	81
Table 25: There is internet connection at home from where I do my research	82
Table 26: We have a library at home where I get some books to read.....	82
Table 27: My parents usually attend and participate in PTA meetings in my school.....	83

Table 28: My father volunteers as the security man for my school.....	83
Table 29: My parents always attend all school occasions.....	84
Table 30: My parents always come around school to check my presence in class	84
Table 31: My parents have my teachers’ contacts.....	85
Table 32: My parents speak with my teachers even via emails and facebook	85
Table 33: My parents usually meet with my teachers at home and talk about my education	86
Table 34: My teacher usually call my parents to discuss my welfare in school.....	87
Table 35: My parents always ask my teachers advise before buying my books	87
Table 36: My parents usually meet with my teachers in meetings during PTA meetings	88
Table 37: I become more engaged in school due to my parents’ level of education.....	88
Table 38: My parents volunteer in my school makes me to focus more on my academic work...89	
Table 39: I become very engaged when I know my parents are communicating with my teacher.....	90
Table 40: I become more engage when my home environment supports learning	90
Table 41: Presentation of interview results	92
Table 42: Correlations between Parents level of education and Learners’ academic engagement.....	96
Table 43: Correlations between Home environment and Learners’ academic engagement	97
Table 44: Correlations between Voluntary work at school and Learners’ academic engagement	98
Table 45: Correlations between communication with teachers and Learners’ academic engagement.....	99
Table 46: Recapitulation of results.	100

LIST OF ABBREVIATION AND ACRONYMS

A/L:	Advance Levels
CBA:	Competency Based Approach
DV:	Dependent Variable
GCE:	General Certificate of Education
IV:	Independent variable
O/L:	Ordinary Level
MINESEC:	Ministry of Secondary Education
PTA:	Parent Teachers Association
TIPS:	Teachers Involve Parents in Schoolwork
HEI:	Home Environment Inventory

ABSTRACT

This study examines the influence of Parental Involvement on Learner's Academic Engagement in Some State Secondary Schools in Yaoundé VI Sub-Division. The problem of this study emanates from the observed low engagement in academic by secondary school students in Yaoundé VI. To conduct this study, we set the main and specific objectives. The main objective was to examine the influence of parent involvement on student's academic engagement. we also set main and specific questions: the main question states that in what ways does parental involvement influence student's academic engagement? we also set specific and general hypothesis in null and alternative (Ha, Ho). The general hypothesis was that Ha: there is a relationship between parental involvement and students' academic achievement, and Ho: there is no relationship between parental involvement and students' academic achievement. To conduct this mixed research work, we employ the qualitative and quantitative methods of data collection (interview and questionnaire). using the simple random sampling techniques, a sample size of 178 was reached. The data collected was analysed using the spearman rank correlation and the results were presented in frequencies and tables. the results showed that Ha1: spearman's correlation value $r = 0.218$, which indicates a low correlation between Parents level of education and Learners' academic engagement. This is equally based on the fact that the level of significance is 0.004 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.218$, $P = 0.004 \leq 0,05$. Ha2: spearman's correlation value $r = 0.0.228$, which indicates a low correlation between Home environment and Learners' academic engagement. This is equally based on the fact that the level of significance is 0.003 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.228$, $P = 0.003 \leq 0,05$. Ha3: spearman's correlation value $r = 0.387$, which indicates a low correlation between Voluntary work at school and Learners' academic engagement. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.387$, $P = 0.000 \leq 0,05$, and Ha4: spearman's correlation value $r = 0.259$, which indicates a low correlation between communication with teachers and Learners' academic engagement. This is equally based on the fact that the level of significance is 0.001 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.259$, $P = 0.001 \leq 0,05$. We therefore recommend that both the schools and parents should strengthen their collaboration in order to improve students' academic engagement.

Key words: parent's involvement, academic engagement.

RESUME

Cette étude examine l'influence de l'implication parentale sur l'engagement scolaire de l'apprenant dans certains Lycées publics de l'arrondissement de Yaoundé VI. Le problème de cette étude émane du faible engagement scolaire observé chez les élèves du secondaire à Yaoundé VI. Pour mener à bien cette étude, nous nous sommes fixés des objectifs principaux et spécifiques. Les principaux objectifs étaient d'examiner l'influence de l'implication des parents sur l'engagement scolaire de l'élève. Nous posons également des questions principales et spécifiques: La question principale indique de quelle manière l'implication des parents influence-t-elle l'engagement scolaire de l'élève? Nous avons également défini des hypothèses spécifiques et générales en nulle et alternative (H_a , H_o). L'hypothèse générale était que H_a : il existe une relation entre l'implication des parents et l'engagement scolaire de l'élève. Pour mener ce travail de recherche mixte, nous employons les méthodes qualitatives et quantitatives de collecte de données (Entretien et Questionnaire). En utilisant la technique d'échantillonnage aléatoire simple, une taille d'échantillon de 178 a été atteinte. Les données recueillies ont été analysées à l'aide de la corrélation de rang de Spearman et les résultats ont été présentés sous forme de fréquences et de tableaux. Les résultats ont montré que H_{a1} : valeur de corrélation de Spearman $r = 0,218$, ce qui indique une faible corrélation entre le niveau d'éducation des parents et l'engagement scolaire de l'apprenant. Ceci est également basé sur le fait que le niveau de signification est de 0,004 qui est largement inférieur à 0,05, (α) qui est la marge d'erreur standard: $r = 0,218$, $P = 0,004 \leq 0,05$, H_{a2} : valeur de corrélation de Spearman $r = 0.0.228$, ce qui indique une faible corrélation entre l'environnement familial et l'engagement scolaire de l'apprenant. Ceci est également basé sur le fait que le niveau de signification est de 0,003, ce qui est largement inférieur à 0,05, (α) qui est la marge d'erreur standard: $r = 0,228$, $P = 0,003 \leq 0,05$. Valeur de corrélation de H_{a3} Spearman $r = 0,387$, ce qui indique une faible corrélation entre le travail bénévole à l'école et l'engagement scolaire de l'apprenant. Ceci est également basé sur le fait que le niveau de signification est de 0,000, ce qui est largement inférieur à 0,05, (α) qui est la marge d'erreur standard: $r = 0,387$, $P = 0,000 \leq 0,05$, et la valeur de corrélation de H_{a4} Spearman $r = 0,259$, ce qui indique une faible corrélation entre la communication avec les enseignants et l'engagement scolaire des apprenants. Ceci est également basé sur le fait que le seuil de signification est de 0,001 ce qui est largement inférieur à 0,05, (α) qui est la marge d'erreur standard: $r = 0,259$, $P = 0,001 \leq 0,05$. Nous recommandons donc aux écoles et aux parents de renforcer leur collaboration afin d'améliorer l'engagement scolaire des élèves.

Mots clés: *implication des parents, engagement scolaire.*

GENERAL INTRODUCTION

“Education is the most important tool we can use to change the world” Mandel (1990). By this Mandela believed in the strength of education of a nation and as an enhancer of change, growth and development. Today, education has become an all involving affair as the state and private individuals provide education to the public, the teachers and the parents joint hands to mentor and nurture the learner to reach expected objectives. It is in this light that educational researchers have long been interested in examining the positive effects of the involvement of the state, private individuals, the teachers and most importantly the parents on the academic achievement of their children (Fan & Chen, 2001). The majority of these studies hold a mix perception of the influence of parent’s involvement on learner’s academic achievement. According to Hill & Tyson, (2009), this mixed perception may originate from the contextual disparity, the perception of the of the individual parents and family ties, the parents level of education among others. Studies have found positive relations, negative relations, and also a lack of relations between parental involvement and student achievement (Fan & Chen, 2001)

The concept of parental involvement is examined by most researchers in two main views: Home-based involvement which is understood as what parents do at home to promote their children’s learning. According to Boonk et al. (2018), involvement at home included parents’ communication with their child on school issues and other types of home involvement such as monitoring school progress, guidance in learning activities at home or helping with homework. Multiple researchers also considered parental expectations for their child’s academic achievement as a form of involvement. Moreover, School-based involvement is basically viewed from the standpoint of activities and behaviors parents engage in at school, such as attending parent-teacher conferences and attending school events. Common operational interpretation of school-based involvement in previous studies also include participation in school activities such as volunteering in the classroom, going on class trips, and participation in school functions. When considering the link between parental involvement and academic achievement, the distinction between home-based and school-based dimensions is important. Forms of involvement at home are very different in nature compared to forms of involvement at school.

Parent-child interactions, specifically stimulating and responsive parenting practices, are important influences on a child's academic engagement and development (Christian, Morrison, & Bryant, 1998; Committee on Early Childhood Pedagogy, 2000). By examining specific parenting practices that are agreeable to change, such as parent involvement, and the mechanisms by which these practices influence academic performance, programs may be developed to increase a child's academic performance. While parent involvement has been found to be related to increased academic performance, the specific mechanisms through which parent involvement exerts its influence on a child's academic performance are not yet fully understood (Hill & Craft, 2003). Understanding these mechanisms would inform further research and policy initiatives and may lead to the development of more effective intervention programs designed to increase children's academic performance.

Parental engagement can be equally important in developing children's early literacy and numeracy skills. As noted in a recent literature review (Saracho & Spodek, 2010), parents' reading age-appropriate stories to their children contributes to the development of children's listening comprehension skills, oral language skills, positive attitudes toward reading, larger vocabulary acquisition, and learning that text conveys meaning. This five-chapter study is presented following the order thus: chapter one the background to the study, chapter two literature review and theoretical framework, chapter three methodology, chapter four data analysis and presentation of findings, chapter five is discussions.

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1. Historical Background

Education that originated from Greece – mainly the Athens and Sparta saw the idea of education being brought to the children in diverse forms. In Spartans education was more focused on raising warriors, so the ultimate goal of the *agoge*, or the Spartan education system, was to raise male soldiers who would be effective in the Spartan army. Training began at the age of seven and all male citizens, except the firstborn male of the household, was required to attend this training. The students would live in these communities until the age of twenty, when they could go on to become professional soldiers, (Faunt, 2005). However, females would also be shipped to community schools – they would just learn a different set of skills. In this context, there was segregation in the type of education meted to boys and girls. While the male children were taken to world barracks where they were trained on how to steal, fight and become warriors, the women in Sparta were subjected to education that was restricted to the domestic levels but was taught skills that would help them protect themselves. The rules clearly stated that the girls had the same right of treatment as the boys and this is what encouraged the offering of almost similar education to both the sexes. The education took place in confined places mainly at the temple where the initiation started and here the girls were subjected to a rather formal education that involved arts and athletics-related exercises. While in confinement in the temple, skills that involved gymnastics and wrestling took the center stage. Other athletic skills such as foot racing, javelin throwing, and discuss throwing were also offered. In addition to sports education, the women were also subjected to lessons on combat. These were meant to help them protect themselves in case of an attack. As part of the skills development, Spartan girls used to run outside in the presence of the boys while naked or scantily dressed as part of their athletic training.

According to Fowler (2006), the athletic training was also meant to fulfill the Spartan's quest for the strong women who gave birth to strong sons in a bid to stack up against their military strength. The women would stay in training until they were 18 years, after which they would go through a test involving the skills as well as evaluate their fitness level. Upon satisfying the required standards a female got the pass to proceed to the next stage in life which was to be shown a man to who would marry her.

Failing the test led to the female being banned from going back home and was considered a *perioikos*, a term used to refer to middle-class members.

On the other hand, the Athens had a different view of educating a child. Athens was the main educational, intellectual and cultural center of Ancient Greece. The main purpose of education in Ancient Athens was to make citizens trained in the arts, and to prepare them for both peace and war. It was aimed at the cultivation of the students' physical, mental, and moral qualities. In ancient Athens, there was the Academy of Plato, the School of Aristotle, the Rhetorical School of Isocrates, the School of Epicurus, the Stoa of Zeno, the Cynic School of Antisthenes, the Cyrenean School of Aristippus of Cyrene (Greek), and the Megarian School of Euclid of Megara (Sarah, 1998).

In the early pioneer days of most countries, parents were their children's only teachers, along with other experienced members of the tribe. Then, as human beings settled and prospered simple one room school buildings were erected or an existing space was used for the purpose of teaching more than just the children of a specific family. The teachers were frequently local mothers with skills and enthusiasm or perhaps a young woman or man not yet set on an occupation with a natural affinity for working with children. Frequently school followed the rhythms of life, open only when children were not required for harvesting or other work. Whether or not children went to school, and for how long, was not regulated. In the last two centuries, as schooling has gradually become compulsory for most people in the developed world, the roles of teacher and parent have grown apart.

It was only in the latter part of the nineteenth century, with the major expansion of formal schooling in many developed countries, that parent teacher associations began to be created specifically to engage parents more in children's education in some parts of the world. But little more than a generation ago parents were still being left firmly outside the school gate and parent teacher associations were more likely to be used to fund raise for school extras and for charity than to encourage learning in the home. However, in the last few decades there has been a growing recognition across the world of the importance of engaging parents. Often this has taken the form of parenting programmes in areas where, for socio-economic reasons, parents have not felt able or willing to be involved in the education of their children. Most recently the role of parenting has

been acknowledged in legislation in the USA in 2002 with the No Child Left Behind Act and, in 2004, in England where similar legislation is known as Every Child Matters.

In a rapidly changing world, national education departments all over the world are recognising that successful learners don't just need good knowledge and understanding (typically measured by public examinations and school tests). Also essential are the habits of mind, dispositions and wider skills of effective learners². Some of these are listed in the box below. Of course students require a level of knowledge in a number of subject areas, but increasingly students need to develop learning skills that will stand them in good stead throughout their lives enabling them to adapt and learn whatever they need to. With the advent of the Internet, "know-how" has become at least as important as "know what". For example, it is at least as important to know how to find out what the capital of Denmark is than simply to know the name and location of one city from memory.

Some literature suggests that parents and community involvement in school activities that are linked to student learning have a greater effect on academic achievement than more general forms of involvement (Henderson & Mapp, 2002). More importantly, parents' involvement activities may have a greater effect on academic achievement when the form of involvement revolves around specific academic needs. For example, Sheldon and Epstein (2005) found that activities that engage families and children in discussing mathematics at home can contribute to higher academic performance in mathematics when compared to other types of involvement. Harrison and Hara (2010) also concluded in a research done in North Carolina that family and community involvement can have a powerful and positive impact on pupil outcomes. Those studies agreed to some extent that parents' participation has a positive impact to learners. Rowing from the study, the question that this study sought to respond was whether parental involvement has similar positive effect on students' academic performance in Kilosa District Community Secondary Schools.

Singh et al (1995) identified four components of parental involvement in their children's school issues namely; parental aspirations for children's education, parent child communication about school; home-structure and parental participation in school related activities. It should be emphasized that 'parental aspiration' refers to the parents' hopes and expectations for the child's continuing education; 'parentchild communication' about schools refers specifically to school

related matters. 'Home structure' refers to the degree of discipline exerted by the parents to insist on homework completion and to limit potentially distracting activities (e.g. watching T.V for a very long time) whilst 'parental participation in school more self-evidently refers to parent support for and participation in school and class functions.

1.2.Contextual Background

This context of this study unveils the practice or the way parents exercise their role in to help learners in some Cameroon secondary schools. In Cameroon as well as elsewhere amongst African countries, parental involvement is a combination of commitment and active participation on the part of parents in schools and student's matters, especially those related to their involvement in schools. Parental involvement in the school, like many other forms of community partnerships such as the Parent Teacher Association (PTA) or Parent Teacher Organization (PTO), helps to improve students' success. Limited or lack of parental involvement has been considered part of the shortcomings of the children's education for at least 40 years (Hornby & Lafaele, 2011). Various aspects of parental involvement such as participation, partnerships and a variety form of interactions have differential effects on students' academic outcomes (Domina, 2005). From the perspective of these scholars, parental involvement is beneficial to students. Such involvements benefit students as well as teachers, the school, parents themselves, the community and other children within the families. Everything possible should therefore be done by the school system to encourage parents to get involved in school affairs.

It should however be bone in mind that not all parents are ignorant about the importance of their role. However, many have less consideration for their role. In secondary schools, parent involvement programs develop as a response to a specific issue or need that arises in the school or community. Parent involvement programs cannot be bespeaking or a "one size fits all" prototype. What works for one school may not work for another. In Cameroon, principals and teachers are often not very forthcoming in involving parents in hiring processes, planning curriculum, and choosing books due to lack of expertise. In a nutshell, the successful parent-school partnership must not be for addressing one particular issue or an add-on program. Most parent-school partnership and involvement programs must be aligned with the vision and mission of the school. Programs must be developed collaboratively with parents and must reflect the needs, interests, and

issues of the school, parents, and children. From offering child care, clubs and other multiple opportunities schools can show their genuine interest in receiving parent input. Parental involvement fund must be made transparent to parents. Parental involvement is a journey that cannot be bought but has to be nurtured and cultivated over time with care, trust, and patience.

Schools can become successful in engaging parents by making a slow start to expanding definitions of involvement. It is not just about increasing numbers but about the quality and kind of involvement that is brought to the table. It is more about believing that the success of students is a common interest for both school and family. Schools must envision parents as partners in the functioning and learning process. This will go a long way in identifying concrete ways in which the partnership can be cultivated and used for mutual benefit. Kids need to know that they are not making their life journeys alone and a successful school-parent partnership is a foundation for this.

Cameroon secondary schools are under the control of MINESEC headed by Minister Nalova Lyonga. The educational system is a shadow of the colonial history which left the country with a dual system (English and French sub-system). The English subsection is characterised thus: Secondary education -Length of Study: 5 years; Certification: GCE O/L and High school - Length of Study: 2 years; Certification: GCE A/L. The precondition for entry secondary school is the first school living certificate and or common entrance exams at the end of primary six. The Student is then grilled for five (5) years of secondary education which consists of Form One (1) to Form Five (5).

The curriculum of study comprises all subjects from Home economics to physics and everything in between. By the end of Form 3 students are expected to select between an Arts or Science course of study. So studies between Forms 4 and 5 are more specialized and geared towards the final exams. At the end of Form 5 the students sit for the General Certificate of Education Ordinary Level, (Cameroon GCE O/L). The Cameroon GCE O/L consists of a broad selection of over 25 subjects examined during the course of two weeks. The student can select a maximum of eleven subject to sit from a Science based list or an Art-based list. Hence, Cameroon students often describe themselves as science or Arts students in The result is graded as A, B, C, D, E and F grades with A being the best grade possible. Successful students are those with a passed grade (A, B or C) in four or more subjects.

1.3. Conceptual Background

Parent involvement

Parental involvement is the active and ongoing participation of a parent or primary caregiver in the education process of their child. There are several ways in which parents can contribute at home- reading with children, monitoring homework, and discussing school day and events. At school, parents could contribute by volunteering in classrooms, attending parent-teacher meetings, helping with organizing functions. Parental involvement and academic engagement could be directly proportional to each other. Schools with enthusiastic parents involve, engage, and communicate with them which incorporates them in the learning process. This has a positive impact on the academic and overall engagement and the achievement levels of the child.

Epstein (1995) looks at parental involvement as families and communities who take an active role in creating a conducive and caring educational environment. Further state that parents who are involved with their children's education are those who constantly show good parenting skills, communicate with the school staff, volunteer their time in the school, help their children learn at home, take an active role in school related decision making, and who regularly collaborate with the school community. Joyce Epstein identifies six types of parental involvement in the school – parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community (Kimu, 2012). In Cameroon for a long time parents have been traditionally playing this function, though they were highly not given a valuable opportunity to partake in the decision-making process in their schools (Hill et al, 1990). Parental involvement is nowadays accepted and asserted to effective school development (Hayness, et al, 1991). Parents

Most parents in Cameroon are probably unconscious of their invariable role to enhance the engagement of their children in schools. The parents still believe that it is once they pay fees, the rest of the work is the teachers duty. The teacher however, take the relay from parents in the classroom during their teaching house, meanwhile the parents keep on. Parents involvement has several advantages, among which we have increase academic achievement, improve classroom behavior, progress in disadvantaged children, improve in children's personality, improve teachers moral and even the quality of education.

Volunteer Participation in school

Volunteering in school is an official willingness or even recruitment of some parents to serve in the school system either as a teaching staff, Librarian, or any other position. This brings the individual parents closer to the operations of the school. Such volunteers are able to monitor their children, guide them based on the school processes. Volunteering – applies to recruiting and organising help and support from parents for school programmes and students' activities. There are three basic ways that individuals volunteer in education. First, they may volunteer in the school or classroom by helping teachers and administrators as tutors or as assistants. Second, they may volunteer for the school; for instance, fundraising for an event or promoting a school in the community. Finally, they may volunteer as a member of an audience, attending school programmes or performances. Includes: school/classroom volunteer programme to help teachers, administrators, students, and other parents, parent room or family center for volunteer work, meetings, and resources for families, annual postcard survey to identify all available talents, times, and locations of volunteers.

The practice of volunteer to serve in school is obviously a very effective method for parents to go closer and be involved in the functioning of the school. In this way, the parents monitor their children and the children knows that their parents are aware of all that is going on in school, consequently he/she will become more engaged, more serious and focused in school. However, it looks as if in Cameroon secondary schools, parents do not constantly do voluntary service. This creates a gap between the parents and the school. The learner uses this opportunity to lazy around and play more in class and during break.

Home environment

The home learning environment is the structure and availability of learning materials. By home environment, we are referring to the availability of learning space, table, calm atmosphere, board and general psychological readiness by the home to promote education. Home environment is formative in a child's social development and is an essential contributing factor to educational outcomes at all stages of the learning trajectory (Bull, Brookings and Campbell 2008; Kendall et al. 2008). Parents can create a home environment suitable for learning by, among other things (OECD 2011): designating an area to do homework, providing access to reading material, and assisting with the organisation of homework and studies. A stimulating home learning environment

which consists of a variety of educational materials and positive reinforcement of the value of education by parents could be integral to intellectual and social development in children of all ages (Sylva et al. 2004; Henderson and Berla 1994). Parental involvement in the education of students begins at home with the parents providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school (Sammons et al. 2008). It is observed that probably many homes in Cameroon do not have a conducive learning environment. Some homes are relative over populated, not learning space and some children are overcharged by home chores and other responsibilities. The students sometimes do not even have learning material at home. This could be one of the reasons for which students are less engage in learning.

Parent's level of education

Parental level of education is indeed an important and significant unique predictor of child achievement. For example, in an analysis of data from several large-scale developmental studies, (Duncan and Brooks-Gunn, 1997) concluded that maternal education was linked significantly to children's intellectual outcomes even after controlling for a variety of other social economic status indicators such as household income. The role parents play in their children's education can have far-reaching consequences for children's socio-emotional development, school readiness, school adjustment, and academic performance. Parental engagement promotes parent-child, parent-teacher, and/or parent-school interactions and establishes parents as active participants in their children's learning activities. A positive relationship between parental involvement and students' achievement is supported in the literature.

In most cases, parents who are highly educated such as parents with more than 4 years of college experience) spend more time with their children than parents who have less educational experience (Guryan et al., 2008). Since highly educated parents tend to view time with children as an investment opportunity to build human capital (Guryan et al., 2008), they spend that time actively developing their children's talents and skills; whereas, less educated parents tend to let their children's talents and skills develop with little or no guidance or stimulus (Lareau, 2002). Additionally, high-income and highly educated parents are more likely to be involved in their children's education, which is a key factor in adolescents' educational successes (Cabrera et al., 2018). Parent-child interactions lead to the development of beliefs or expectations for success that guide and maintain behavior over time (Frome & Eccles, 1998). When parents model achievement-

oriented behavior (e.g. obtaining advanced degrees, reading, continuing education) and provide opportunities for their children to engage in achievement-oriented experiences (e.g. library trips, museums, after-school programs), those children develop the belief that achievement-oriented behavior is valued and expected (Dubow et al., 2009). Such successes might include graduating from high school, exploring higher learning, and seeking out prestigious job opportunities. Parents with more years of education have high expectations for success for their children, actively encourage their children to develop their own high expectations for success (Davis-Kean, 2005), and are better at aligning expectations with their children's abilities than low-income or less educated parents (Alexander, Entwisle, & Bedinger, 1994). Parents' abilities to set realistic expectations help them tailor the home environment to meet their children's needs, which can lead to higher grades and the pursuit of more education (Davis-Kean, 2005).

In Cameroon, probably many parents do not have a certain level of education. Parents who do not have a certain level of education probably may not understand what it takes to be a complete student. Among such parents, some think that by paying school fees, all is well for the child. They most often preoccupy the child with stannous work at home and give no free time to study. such situations may be prevailing in most homes causing harm on the child's learning ability and engagement in academic work.

Effective Communication

Parent-teacher communication begins at the start of a school year and lasts until students move onto the next grade. Teachers and parents will make introductions and gradually establish a relationship based on what they have in common: the student. Parent-teacher communication can take place in person, typically through parent-teacher conferences or during student drop-off or pick-up times. According to Adler (1994) teachers can also reach out to parents on the phone or by email. Through regular communication with parents, teachers can share information about a student's good work and achievements. If a student begins to struggle with a certain subject or exhibits behavioral problems, the parent will already have a relationship with the teacher, which helps facilitate parent-teacher collaboration. This cooperative relationship empowers parents to step in and support the student at home, supplementing what the teacher is doing at school. When conversations are flowing, students can see that teachers and parents have their best interests at

heart. Effective communication helps establish a relationship of respect between teachers, parents, and students.

Parents who are more involved in their child's education can help improve academic achievement, according to the National Center for Education Statistics. When parents take an interest in school activities, students are given an additional level of accountability. When parents communicate with teachers to discover their children's needs, students see that their family is looking out for them and wants them to be successful. Parents who assist children with homework and remind them to study for tests can increase their chances of short-term and long-term success by helping them develop important habits. Parents can also support children and help boost their confidence by encouraging them when they do well in school.

Students engagement

Academic engagement is defined here as a student's psychological and behavioral efforts and investment in learning, understanding or mastering skills, and knowledge in academic work (Fredricks, Blumenfeld, & Paris, 2004). Student experiences with e-learning systems can affect academic engagement. Student engagement in school is one of the main factor in students' academic success. Student engagement is an outpouring of a number of physical and psychological energies by students to gain academic experience through both learning and extracurricular activities. In this condition students will involve two elements, namely: behavior (such as perseverance, effort, attention) and attitude (such as: motivation, positive learning values, enthusiasm, pride in success). Students will be involved looking for activities, inside and outside the classroom that lead to successful learning. Students will also show great curiosity, desire to know more, and positive emotional responses to learning and school (Gibbs & Poskitt, 2010). The importance of student engagement in school is very much realized by educators. In many communities' parents believe that their children academic success is the future success of the individual student and entire family. Therefore, once a child performs well, happiness arise in parents mind and vise-versa. Some studies showed that parents' attitudes make enormous effects on students' attitude, attendance, and academic performance. There are parents who have positive attitude to education, and these parents encourage their children to study hard, and they are highly involved in their children education and thus students' achievement increases because of greater involvement from parents. In addition to that, McMillan (2000) noted that parental pressure has a

positive and negative significant effect on public school performance. This becomes particularly obvious when the exactness of the parental pressure is brought to bear on the children's academic performance. Similarly, children of passive parents are found to perform poorly academically. Ryan (2005) study showed that academic performance is positively related to having parents who enforce rules at home. When students become engaging, they benefit enormously in different aspects; Learning with peers, developing leadership skills, making friends, Learning life skills, Higher grade point averages, learning inclusive practices, Interpersonal skills, Having fun, Enhancing your collegiate experience

The key to student engagement is generating interest in subjects that they may otherwise find "boring." Educators need to use both creativity and knowledge of their students to create lessons that foster engagement. According to Statistic Brain, 8.1% of high school students dropout. Even though this number has been improving over the past few years, it is important that we continue to reduce it. High school dropouts generally are less successful and more likely to be incarcerated than those who graduate. It is crucial that educators react to changing student needs in order to mitigate the risk of these high school dropouts. The reason many students ultimately dropout is a lack of engagement with their education. If we can give children a sense of belonging in the classroom, they are far more likely to experience success, which will ultimately lead to higher graduation rates. It is no coincidence that disengaged students have the least amount of involvement in school activities. Why is this? Students that do not feel engaged with their education often do the bare minimum to just get by. They are not likely to put in extra effort outside of what is absolutely required. The solution to this problem is simple. Educators must make a special effort to encourage these students to become more involved. As students become more involved in school activities, they will have a greater sense of belonging, which will ultimately lead to greater academic success.

Bellow a theoretical representation of the possible relationship between parent's involvement and learner's engagement is presented fig 1.

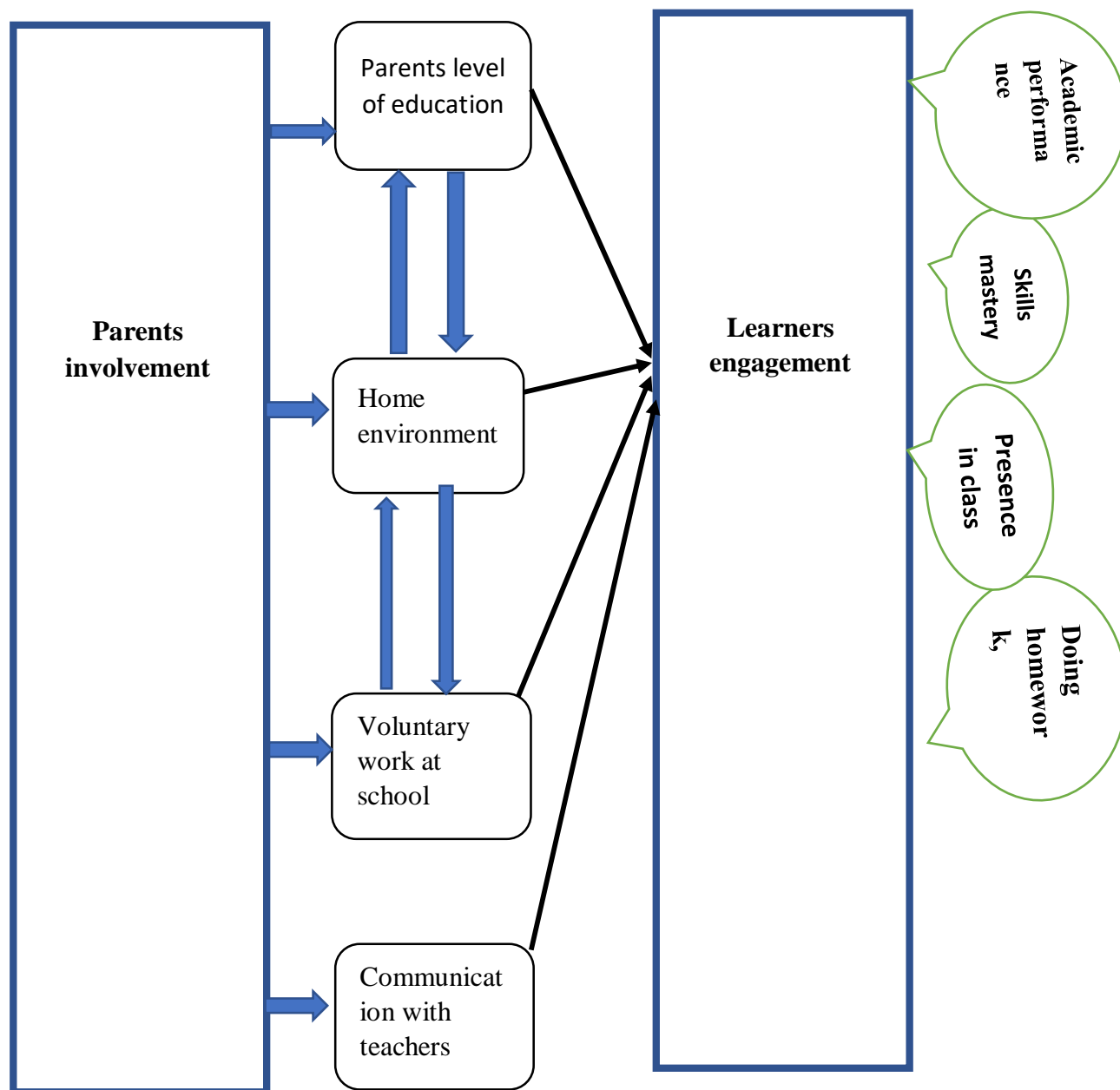


Fig. 1. Conceptual diagram

Source: This study (2022)

A theoretical representation of the concepts of the study. This conceptual diagram demonstrates the respective concepts and creates a relationship between them. According to fig 1 the flow of this study begins from the parental involvement in which the characteristics range from volunteering in school, home environment, parents level of education. these strategies are used to encourage and keep students focused in education

from which the learner improves on the acquiring envisaged competences. The learner's engagement in school is observed from performances, presence and participation in class, does homework regularly among other behaviours.

1.4.Theoretical background

Theories are meant to guide the research, while research provides the strength for theories, Amin (2005). Theories help us to understand the phenomenon with which it deals, predict the behavior of a system under study and provides a sound framework for organizing and interpreting results. According to Kerlinger, (1973) cited in Amin (2005), a theory is a predisposition that predicts a system view of specifying the relationship amongst variables with the purpose of explaining and predicting the phenomenon. As educators there are many theoretical approaches to take towards parent's involvement and students engagement. The approaches are based on sets of assumptions that make the base on level of education, voluntary service, and home environment. For effective understanding of the work the following theories were used: Social learning theory: constructivism and social constructivist theories with initiators like, Jerome Brunner, John Dewey, Albert Bandura, Lev Vygotsky, Piaget and others. Expectancy Theory by Victor Vroom, the Context, Input, Process and Product Model by Daniel Stufflebeam and the cognitive evaluation theory

1.4.1. Constructivism and Social Constructivism

In this study we have chosen the constructivist theory as one of the approaches to learning that will orient our work. To this effect we shall make reference to the works of; Jerome Bruner, (1990), John Dewey (1933/1998), social constructivists; Bandura (1986), Piaget, (1972), and Vygotsky, (1978). According to Tebogo M., (2014), constructivism is an epistemology (a theory of knowledge) which argues that humans generate knowledge and meaning from an interaction with other people, experiences and their ideas. Constructivism is a learning theory which holds that learning is a process of constructing meaning. Also, constructivism is seen as an approach to probe children's level of understanding and to show their level of thinking. Constructivism shows the way that learners can make sense of the materials and how the material can be taught effectively.

Social constructivism is a theory which developed from constructivism. This theory is seen as a transformation from constructivism and this explains why some advocates of constructivism like Dewey, Jerome Bruner, and Piaget, still appear to be advocates of social constructivism. Quoting Schwandt, (1994), Kathryn (1998), the claim of the social constructivists is that people perceive and describe the world using language and social artefacts. They believe that the process of knowledge construction is based on the social groups and the inter-subjectivity established through their interactions with the group.

1.4.2. Engagement theory by Kearsley and Shneiderman (1999)

Kearsley and Shneiderman are the founder of the engagement theory. According to them, this theory shares many of the features of other theoretical frameworks for learning particularly constructivist and problem-based learning approaches. However, they believe that technology can facilitate engagement in ways which are difficult to achieve otherwise. Engagement theory specifically promotes student's activities that involve cognitive process such as creating, problem-solving, reasoning, and evaluation in which students are motivated to learn due to the meaningful nature of the learning environment and activities of both the parents and teachers. This theory helps us in this study to present and explain the concept of student's engagement. How their engagement can increase their participation and consequently the performances in academic work.

1.4.3. Sociocultural theory (1934)

The work of Lev Vygotsky has become the foundation of much research and theory in cognitive development over the past several decades, particularly of what has become known as sociocultural theory. Sociocultural theory is an emerging theory in psychology that looks at the contributions that society makes to individual development. This theory has become more prominent in recent years and can be applied in educational settings as well as in socialization and play. Sociocultural theory stresses the role that social interaction plays in psychological development. It suggests that human learning is largely a social process, with our cognitive functions being formed based on our interactions with those around us who are "more skilled. According to the sociocultural perspective, our psychological growth is guided by people in our lives who are in mentor-type roles, such as teachers and parents. Other times, we develop our values and beliefs through our interactions within social groups or by participating in cultural

events. Sociocultural theory focuses not only on how adults and peers influence individual learning but also on how cultural beliefs and attitudes affect how learning takes place. Vygotsky's sociocultural theory views human development as a socially mediated process in which children acquire their cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society. Vygotsky's theory is comprised of concepts such as culture-specific tools, private speech, and the Zone of Proximal Development.

1.5.Problem statement

Education around the world is the most influential mechanism that man leverage on to transform individuals from mere persons to skilled and competent individuals. The process of transformation demands the sincere participation of both the parents and the teachers. In this century, the role of parents is primordial in contributing to students behaviours, engagement in school and performances. It is expected that parents through diverse avenues should developed more interested on what takes place in schools, parents are becoming more active in the parent teachers' association (PTA), others partake in the schools functioning as teachers and principals. Some more conscious parents make provision for learning at home and even assist children with their assignments. These practices could encourage the learners and further keep them more engaged in their academics if well exercised.

Unfortunately, we still have a majority of learners with undesirable level of disengagement, apathy, poor performances and finally dropout of school. This disengagement attitude is as a result of the total lack of parental involvement in most secondary schools in Mfoundi division. A majority of parents limits their role payment of fees. Parents simply give schools fees and abandon the child to himself and the teachers portrays dangerous ignorance that is detrimental to learner's engagement in education. The lack of concern by parents in the running and management of schools is worrisome (Mokete 1997) and Maphorisa (1987). As a result, their impact on nurturing students towards academic achievement is minimal. When parents fail to perform the activities that encourage academic engagement, there is increase laxity, waste of time, distraction, gambling and poor academic performance among students. When learners perform poorly, they turn to fall off from the academic ladder, failure, repetition and promotion of mediocracy among learners. This leads to low performance of educational system, low skilled youths and lack of skilled human

capital in the society. It is based on this lapses that the researcher questions the process as to how long shall parents keep staying aloof and leaving their children at the mercy of teachers alone?

1.6. Research objective

The objective of this study are presented in main and specific objectives

1.6.1. Main objective

To examine the influence of parental involvement on learner's academic engagement in some secondary schools in Yaoundé VI sub- division

1.6.2. Specific objectives

To analyse the influence of home environment on learner's academic engagement in some secondary schools in Yaoundé VI sub- division

To study the influence of parents volunteering on learner's academic engagement in some secondary schools in Yaoundé VI sub- division

To examine the influence of parent's level of education on learner's academic engagement in some secondary schools in Yaoundé VI sub- division

To examine the influence of parent's /teachers communication on learner's academic engagement in some secondary schools in VI sub-division

1.7. Research Question

The research questions of this study are also presented in main and specific research questions

1.7.1. Main research question

In what ways does parental involvement influence learner's academic engagement in some secondary schools in Yaoundé VI sub- division?

1.7.2. Specific research questions

How does home environment influence learner's academic engagement in some secondary schools in Yaoundé VI sub- division?

In what ways does parents volunteer on learner's academic engagement in some secondary schools in Yaoundé VI sub- division?

How does parent's level of education influence learner's academic engagement in some secondary schools in Yaoundé VI sub- division?

How does parent's/teachers communication effect learner's academic engagement in some secondary schools in Yaoundé VI sub- division?

1.8. Research hypothesis

The research hypothesis of this study are also presented in main and specific research hypothesis

1.8.1. Main research hypothesis

Ha: There is a relationship parental involvement and learner's academic engagement in some secondary schools in Yaoundé VI sub- division

Ho: There is no relationship parental involvement and learner's academic engagement in some secondary schools in Yaoundé VI sub- division

1.8.2. Specific research hypothesis

Ha: There is a relationship between home environment and learner's academic engagement in some secondary schools in Yaoundé VI sub- division

Ho: There is no relationship between home environment and learner's academic engagement in some secondary schools in Yaoundé VI sub- division

Ha: There is a relationship between parents volunteering and learner's academic engagement in some secondary schools in Yaoundé VI sub- division

Ho: There is no relationship between parents volunteering and learner's academic engagement in some secondary schools in Yaoundé VI sub- division

Ha: There is a relationship between parent's level of education and learner's academic engagement in some secondary schools in Yaoundé VI sub- division

Ho: There is no relationship between parent's level of education and learner's academic engagement in some secondary schools in Yaoundé VI sub- division

Ha: there is a relationship between parents/teachers communication and learner's academic engagement in some secondary schools in Yaoundé VI sub- division?

Ha: there is no relationship between parents/teachers communication and learner's academic engagement in some secondary schools in Yaoundé VI sub- division?

1.9. Justification

Many researchers recognize the important role a strong positive bond between homes and schools play in the development and education of children (Sanders and Sheldon, 2009). The parents work in collaboration with the school to make sure they place the learner in the right learning mindset. It is based on this important collaboration that this study become indispensable. The study further strengthens the advantages of collaboration between teachers and the parents in the education of the children.

Due to increase juvenile delinquency propagated by peer pressure, many students whose parent's role is not effective constantly fall pray of some undisciplined students and learn poor behaviours. This study come in to emphasize on the need of parents to become more intentional and effective in the following up student's movements to and from school. Therefore, this study is very important as it will educate the parents on their respective roles and the importance of having them constantly working for the good of the students.

Moreover, this study is contextually relevant and necessary because more learners are performing poorly in school. In this undesirable circumstance, many researchers have proven that this poor performance among learners is attributed to parent's abandonment of their duties to this students. This study comes in to conscioustize the parents to take their responsibilities and help the learners to improve on their learning. The research observed that the more parents joint the teachers in the training of students, performance increase and most students turn to become more engaged that ever.

Furthermore, this study is timely as it is conducted at a time when the country is decrying for poor performances, parents are struggling for their children to learn and progress in life. but these children keep showing the contrary, many parents are getting discouraged and others are lamenting for paying the same fees twice as children repeat the same class. This study come in to

create that bond between teachers and parents, identify and ascertain parents role and educate them to be constant and consistent in the process.

1.10. Scope

1.10.1. Geographical scope

This study is conducted in the Centre region of Cameroon, the Mfoundi Division, specifically Yaound VI. The Mfoundi division which covers an area of 297 km² and as of 2005 had a total population of about 1,881,876 and it is one of the 10 divisions that make up the Centre region. The division forms the Yaoundé capital and cover greater area. The Centre Region occupies 69,000 km² of the central plains of the Republic of Cameroon. It is bordered to the north by the Adamawa Region, to the south by the South Region, to the east by the East Region, and to the West by the Littoral and West Regions. It is the second largest of Cameroon's regions in land area. Major ethnic groups include the Bassa, Ewondo, and Vute. Yaoundé, capital of Cameroon, is at the heart of the Centre, drawing people from the rest of the country to live and work there. The Centre's towns are also important industrial centers, especially for timber. Agriculture is another important economic factor, especially with regard to the region's most important cash crop like cocoa. Outside of the capital are the plantations zones, with most inhabitants being sustenance farmers.

1.10.2. Thematic scope

The central themes of this study are parent's involvement and student's engagement in academics. These themes are studied in the faculty of education, Department of educational management of the University of Yaoundé I. They fall under education and the study is conducted with this background knowledge.

1.10.3. Theoretical scope

In this study, two relevant theories were adopted. Social learning theory: constructivism and social constructivist theories with initiators like, Jerome Brunner, John Dewey, Albert Bandura, Lev Vygotsky, Piaget and others. Engagement theory by Kearsley and Shneiderman (1999). These educational theories helped us to explain the respective objectives of this study and

other concepts. The theories are relevant in this study as they serve at various levels in explaining and connecting the concepts.

1.10.4. Time scope

This study started in in 2019. During the first phase of this study, the researcher had three semesters lectures and since then it has been field research till what we have today. This time frame is enough to conduct this study and come out with valid results.

1.11. Significance of the study

To MINESEC, Secondary schools

The findings of this study will benefit the ministry in charge of secondary education (MINESEC) in Cameroon greatly. The study would provide useful and relevant information to the ministry about the important role the parents have to play in school management especially in the context of PTA. The ministry of secondary education, will use this findings and literature to modify the roles of parents in PTA, the role of principals following the appropriate parameters since which the child's academic engagement is pegged beyond the school or classroom factors like relevance in teaching aids and pedagogy.

To parents

In the same breath, parents would be informed of how to provide or generate an intellectually stimulating home environment, leading to improved academic engagement and success. It would further mediate the child-rearing or general upbringing of the children by advocating for closer follow up and monitoring of the children's academic and social pursuits, modeling the children into not only responsible adults but also successful and independent after excelling in their academic work.

To principals and teaching staff

Results of the study will be utilized by education stakeholders on how to use parents' involvement level to maximize on students' engagement on learning that could go a long way to enhanced academic performance. Finally, the conclusion reached in this study will institute further research in the area of home factors affecting the academic performance of the children both locally, regionally and internationally.

1.12. Contextual Definition of key concepts

Parental involvement

This is a general term that denotes the participation of parents in the academic success of their children. It is the amount of support that a student gets or expects to get from parents or guardians during the time when he or she is undergoing an education programme. This is seen as the effective and continuous participation of parents in the enhancement of students' educational conditions.

Home environment

Home environment is the nature of the house, room, or the general space where the students' lives when away from school. Home environment here also implies the type of parents, family members, peaceful nature of the home, the type of home chores.

Volunteering

This is seen as the parents' willful and willingness to offer services to secondary schools in forms of teaching, partaking in meetings, among others.

Parents level of education

This is seen as the level at which parents have acquired education and how they can utilize this education to guide students from home.

Communication

Communication can be defined as the process of transmitting information and common understanding from one person to another. The word communication is derived from the Latin word, communis, which means common. The definition underscores the fact that unless a common understanding results from the communication, it is a process by which information is transmitted between individuals and / or organizations so that an understanding response results.

Academic engagement

Students' academic engagement refers to commitment to or effortful involvement in the context of academic learning throughout a student's entire school experience. Numerous studies have linked student engagement with improved academic performance and it has repeatedly demonstrated to be a robust predictor of achievement and behavior in the schools.

Summary

This first chapter of this study as presented above holds on the background to the study the problem statement, objectives, research questions, hypothesis, justification, significant and contextual definition of key concepts. This chapter presents the bedrock on which the whole study will stand. The present the center problem and establish links that will orientate the study to the results. This chapter ushers us to chapter two

CHAPTER TWO:

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.1. Cameroon Secondary Education Landscape

Cameroon secondary education is steered by the Ministry of Secondary education abbreviated in its French acronym as MINESEC. This institution at present is headed by Minister Nalova Lyonga. As inherited from the colonial masters, Cameroon secondary education has a dual system (the English sub-system and French sub-system). The English sub-system is structured as phase one- 5years and two -2 years accompanied by different certificates. This implies that the secondary education -Length of Study: 5 years; Certification: GCE O/L and High school - Length of Study: 2 years; Certification: GCE A/L. The precondition for entry secondary school is the first school living certificate and or common entrance exams at the end of primary six. The Student is then grilled for five (5) years of secondary education which consists of Form One (1) to Form Five (5).

The curriculum of study comprises all subjects from Home economics to physics and everything in between. By the end of Form 3 students are expected to select between an Arts or Science course of study. So studies between Forms 4 and 5 are more specialized and geared towards the final exams. At the end of Form 5 the students sit for the *General Certificate of Education Ordinary Level, (Cameroon GCE O/L)*. The Cameroon GCE O/L consists of a broad selection of over 25 subjects examined during the course of two weeks. The student can select a maximum of eleven subject to sit from a Science based list or an Art-based list. Hence, Cameroon students often describe themselves as science or Arts students in The result is graded as *A, B, C, D, E and F* grades with A being the best grade possible. *Successful students are those with a passed grade (A, B or C) in four or more subjects.*

2.1.1. Teaching and assessment practice in Cameroon secondary schools

Since the academic year 2012/2013, government secondary schools in Cameroon moved from their objective based teaching approach to embrace the competency based approach. The introduction of CBA in secondary school in the academic year 2012/2013 experience challenges as many teachers couldn't easily comprehend its exigencies (Fonkwa, 2012). By introducing this

approached it was hoped that teachers would teach using a more interactive method with learners at the center. Then in July 2014, ministerial order No 264/14 MINESEC/IGE OF 13th August 2014, to outline the syllabi for first and second school (sixième and cinguième) enhanced the tried curriculum into a more contextual CBA curriculum. Triggered in sixième in the year 2014/2016, it moves on to “Cinquième” in 2015/2016. According to Tasnimi (2014), competency based approach was introduced due to the following reasons; Firstly, there was too much emphasis of objectives which caused the education stakeholders to ignore the outcomes of the curriculum. Both teachers and education supervisors did not put much importance on the outcomes of the learning. Secondly pertaining to this as time elapsed the behavioural changes were seen as not important in education thus the emphasis on outcome was seen as important as far as the competence of the students who completed such level of education was concerned. Thirdly, it was argued that specification of learning objectives limited teacher’s creativity in teaching and learning because it based on teacher centred than learner centred as opposed to outcomes which emphasized that the learners should be the core and active participants in the teaching and learning process. (Bataineh & Tasnimi, 2014). Assessment in the context of CBA was tilted towards testing competences. But the quality of assessment is still a big issue to be tackled given that most teachers do not masters the techniques of assessment. The practices are probably not reliable, not valid. Today, CBA is modified to evaluate competences in a more specific way, focusing on one competence to the other and following what has been thought in class.

2.1.2. Grading system in Cameroon secondary schools

Assessments are done six times a year, implying twice a term. Upon assessment, the student’s performances are graded in four principal categories in context of CBA thus; 0-10 is labelled CNA = competence not a acquired, 11 – 14 is labelled CBA = Competence being acquired, 15- 17 is Competences acquired and 18 – 20 means A⁺ = acquired. This grading system was introduced in the academic year 2019/2020 in secondary schools by pedagogic inspectors but without evaluation techniques. This grading system may be violated by the assessment practices as most assessment tools and process may be invalid and without objectivity in most cases.

According to the Cameroon government, parents have a very important role to play in the school’s life. all parents are expected to part take in the parent teachers association (PTA) functioning. Apart from this activity, some parents are civil servants, functioning as teachers and

have their children and relative in the same school and interfere in their educational life constantly. Other parents intervene when invited especially in cases of students show of adverse behavior that needs discipline or when students are dismissed due to poor behavior of performance. In Cameroon, very few parents have the curtesy to constantly follow their children school in such a way that could influence how the student learn. Most parents are good at fee payment and the rest is handed over to the teachers and the students alone.

2.2. Conceptual Framework

2.2.1. Parental Involvement

Parental involvement as a concept has not yet been properly defined, therefore, its applicability is not uniformly distributed in the context of education. This indicates that different parents get involved in their children's education in different ways and in different areas. It also depends on the individual parent, their level of education, income, availability, among others. However, a host of interpretation are proposed by some researchers in the educational domain. These interpretations vary from inclusive, such as the one provided by Grolnick and Slowiaczek (1994) who describe parental involvement as "the dedication of resources by the parent to the child" (p. 238) and Larocque, Kleiman, and Darling (2011) who explain parental involvement as "the parents' or caregivers' investment in the education of their children" (p. 116) to more specific ones that define parental involvement as parental activities at home and at school that are related to children's learning in school (Hoover-Dempsey & Sandler, 2010). Again, parental involvement is seen as those behaviors shown by the parents, both in home and school settings, meant to support the development of their children's social/emotional skills and facilitate their educational success (El Nokali, Bachman, & Votruba-Drzal, 2010). In other studies, researchers avoid a general definition of parental involvement and instead they focus on specific involvement types. For example, Epstein (1987) and Comer (1995) distinguished between two specific types of parental involvement: home-based strategies, such as providing structure and support with regard to learning and education at home, and school-based strategies, such as communicating with the teacher or attending school events.

2.2.2. Types of parental involvement according to Epstein

Epstein et al.'s (2009) framework consists of six types of parental involvement. The basic obligation of parents (Type 1) refers to a family's responsibility of ensuring the child's health and safety. For instance, parenting, child rearing, continual supervision, discipline, and guidance at each age level and to providing positive home conditions that support learning and behavior. The basic obligation of schools (Type 2) refers to communication with the school about academic progress for instance memos, notices, report cards, conferences. The basic obligation of schools (Type 3) pertains to parental participation in the school setting, such as, events, workshops, or programs for their own educational growth. The basic obligation of schools (Type 4) applies to communication with parents initiating, monitoring, and assisting in their children's homework or learning activities. The basic obligation of schools (Type 5) refers to parents accepting decision-making roles in committees that monitor school improvement like Parent Teacher Association (PTA), advisory councils, or other committees or groups at school. The basic obligation of schools (Type 6) involves collaborating with the community, which pertains to integrating various community agencies and resources that support school programs for instance title 1, after-school programs, parent institute committee. (Epstein, et al. 1997).

Parental expectations and aspirations are often described collectively or used interchangeably in the literature. Taken together, expectations and aspirations represent the degree to which parents presume that their child will perform well in school, now and in the future. This parental involvement variable appears in many research studies and is shown to have a positive relation with academic achievement (e.g, Gubbins & Otero, 2016; Hung, 2007). For example, Lee and Bowen (2006) examined the level and impact of five types of parental involvement at home and at school and found that these variables together explained 9% of the variance in reading and math achievement beyond the effects of demographic variables. They found that one type of parental involvement was the strongest predictor of academic achievement, namely parents' educational expectations for their child ($\beta = 0.23$). Parental academic pressure through the use of commands, punishment, or coercive interactions is negatively associated with academic achievement (e.g. Domina, 2005). Academic pressure from parents is also associated with lower self-concept in math and reading (Rogers, Theule, Ryan, Adams, & Keating, 2009). By contrast, studies found that parental encouragement and support is positively associated with student academic achievement. This parental involvement variable is defined as the provision of support

and encouragement, such as praising children's performance, progress and efforts and letting children know they care about them and their school performance. Encouragement and support significantly predicted higher academic achievement (Hung, 2007; Rogers, Theule, Ryan, Adams, & Keating, 2009). Also, parental support such as providing the appropriate environment and materials conducive to learning seem to have a positive significant relationship with academic achievement. Sheldon and Epstein (2005) found that one type of involvement (i.e., learning at home) was consistently related to improvement in students' performance on mathematics achievement tests. They found that effective support for mathematics learning included (a) homework assignments that required students and parents to interact and talk about mathematics and (b) the use of mathematics materials and resources at home provided for families by teachers. The relations between these types of support and mathematics achievement were positive after influential variables such as prior achievement were taken into account.

2.2.3. Roles of parents to the child

According to Murati (2016), in order to have good results at school, the parental control over the child needs to be permanent. On the other hand, in order to have success within the educational activity we are performing with the child, we need to be familiar with some rules which are connected to the children physical development and furthermore, a special focus must be put on the child's psychological development as well. In the family are functioning these elements, which are: love, marriage, the care and happiness, elements related to the functioning of life and the future. (Vukasovic, 1994) Children have two main educators in their lives – their parents and their teachers. Parents are the prime educators until the child attends nursery or starts school and remain a major influence on their children's learning through school and beyond. But, mother is always closer to children. (Beqja Hamit, 2002) Parents are their children's strongest role model and greatest influence. Children always adopt parent's values and types of behavior. (Kasapi, Gjylmsere, 2013) However, if parents are a positive influence in their children's everyday lives, and most importantly in their everyday education, the future it will be more beautiful and more successful. (Colanoiq, Vera. 1972)

2.2.4. The mother as an educator

Mother is the first and the best teacher- proverb The family enables children protection in that suggestively that makes parents responsible for their developing and to make their children grow into a total personality. (Good, 1988) The role of the woman or the mother as an educator represents a crucial resource to the development of the individual identity, which from researchers is seen even as more important as the very marital status of the parents and the occupation of the parents themselves. It seems that the feeling of being a mother, to the woman is more powerful than being a father of given child for the husband. Always in accordance to the biological as well as physiological relation of mother to the child, represents the first and reasonable part or segment of the child's development. This for the reason that mother assures child's life, as she is the one who brings the child in this world, and further on she raises them from being little towards reaching a total independency in mature life.

The mother's function in this regard, has a very important role which as such may be divided into two parts or directions: The first one is related to the child's defense, while the other one to the child's overall development. Mother's protection as a function embeds several types of actions or types of functions. The 1st type is connected to the physical protection of the child, which means that the child must be provided healthcare and hygienic conditions, so that he/she could have a healthy life in a warm home environment in every sense of the word, including here the ambiance where the child lives, which must be well enlighten, a healthy place which offers the child to be showered, feed up and taken care in general. The 2nd type is the Psychological protection, which can be reflected through the child's emotional security and psychological protection, especially in moments when the child feels it when the mother is next to him i.e. her.

Another group of activities in this regard, are the maternal functions regarding the child's development involving here the physical development, the intellectual development as well as the emotional development of the child. (Grancic, Radovan, 2006) Each child which grows up and is educated in the presence of mother, for sure is expected to reach an appropriate physical, psychological as well as social development. In this regard, these children have a much better appearance, the look happy and they enjoy the childhood in general. They are communicative and as such they are ready to cooperate. (Brada, Riza. 1995) For this reason, mother's love and care to the child, is full and well completed, and as such is often accepted by other members of the very

family. This type of cultivated love and affection can be qualified as a key condition for an appropriate development of the children in a given family. The children experience the physical as well as psychological effects of the mother, and as such they are taken as model which influences their further development during their emotional stage of development of their moral values as whole. This element of the so called child's identification, the child embeds it in his/her personality for years on and on, throughout his/her total lifespan. It is planted in their character as well as temperament, and as such it is reflected through his/ her attitudes and thoughts in interaction or behavior comportment with the society in general. Almost all culture have developed arrangements which enable mothers to provide for basic child care while maintaining other duties that are instrumental to family well – being. (James, Garbarino. 1982) However, depending on the economic, social as well as emotional limitations, mothers, nowadays have a variety of opportunities to be able to reach or make real their mother's role, which helps the child's overall development and enables mothers to enjoy the fact of being mother. The modern experiences, show quite frequent derailments from this path of action, which as such can be illustrated with the fact of single mothers, mothers coming from unemployed background, under age mother etc.

2.2.5. The Father as an educator

The father in a family is a very important factor, concerning the organization of a nice and appropriately functional development of a house hold, with a specific accent on the children. Helping fathers be the 'best fathers they can be' is therefore of enormous importance to children. A good father must be a good parent and a good husband. This person is extremely important factor in the organization of the family life as a whole, which are the basic ground towards a happily and joyful family for all the members of a respective family. Many young fathers want to do things better than how they have experienced in their lives. (Claudia & Eberhard Muhlan. 2008) His presence in the family has a particular importance while it leads the family members, i.e. the children towards a feeling of safety in their life reigning on the overall family members as a compact union of members. In these circumstances of safety, the children are the ones who benefit mostly.

However, the so called subjective experiencing of the parents by their children varies in different ways and family models, and as such his relevance in a family is much more different from the one that is performed by mothers. As a result of the gender prejudices in terms of the

duties to be performed in their family, especially regarding their approach and contribution towards their children's education, it turns out that mothers are more prepared to undertake their role in their children's education, rather than their fathers. Fathers make a powerful difference in defining expectation and challenging children to do their best. (Constantine, Tammy. 1999) As such, the children learn their responsibilities and role in the family, when they themselves grow up and become parents, which is they are mature to play the father's role in this regard. Given this theory, there has been done much research, which proves that the relationship between father and child becomes stronger. This relationship does not result to be dependent from neither of the other two relations i.e. the one between father and child neither the one mother-child. (Cowan, C. 1992)

In order to have a successfully brought up and well educated children in one family, parents are crucial and they must be careful to some elements which play a key role in raising, bringing up and educating their children; Firstly, while the parent's principal role in the family is the education and the bringing up of their children, then the main obligation of their children is to study harder and properly. For this aim, they need to be well instructed how to study, based upon rules and principles of an appropriate learning and studying. This approach would open to them the doors of the world of a behaviorist attitude towards the work, making possible for them to get to know better the relevance of working as one of the main behaviorist elements of the human kind. Secondly, the development of the child is in fact an overall child's personality formation. The parents as educators must be able to recognize the basic features of their child, interests, temperament and especially the child's emotional features regarding the child's character. Thirdly, the child's personality formation has resulted to be constructed mostly based upon child's socialization in general. The socialization process as such, for sure nowadays represents the most important one of all other processes involved in his formation as a child. Thus, the child commences to socialize within a given society since the early stage of his/her childhood at parents' home, circled by parental atmosphere and the relationship between family members in general. In this entourage, the child makes the first steps in the society, manifesting the basic features of behavior, which as such are the fundamentals of further social development and integration of the child in a given society. (Lakinska, Divna, 2006)

2.2.6. Parents educational level

Education has an essential role in nation building as well as development of an individual's character. It is a life line for any society and county. Education of a child needs great efforts. The learners, teachers, schools and parents all play a role in the process of learning. The academic background of the parent's is such a motivating factor for a child and influences his/her future. According to Davis-Kean, (2005) Parental educational level is an important predictor of children's educational and behavioral outcomes. In fact, research suggests that parental education is indeed an important and significant unique predictor of child achievement. Rain, L., William, K., (2011), children of well educated parents perform, on average, perform better on academic assessment tests than children of high school-educated parents. They add that the educational attainment of the parents' is independent of income because the level of education may influence the value that parents place on education, which could, in turn, influence their children's educational goals. Thompson et al. (1988) says mother's level of education influences adolescent's educational outcome. Parental involvement in pre-school activities includes a wide range of behaviors but generally refers to parents' and family members' use and investment of resources in their children's schooling. These investments can take place in or outside of school, with the intention of improving children's learning. Parental involvement at home can include activities such as discussions about school, helping with homework, and reading with children. Involvement at school may include parents volunteering in the classroom, attending workshops, or attending school plays and sporting events (Rain and William, 2011).

Parents' educational levels many have positively influence on their children's immediate educational outcomes and educational and vocational achievements into middle adulthood (Dubow et al., 2009). Children learn by observing those around them and by direct experiences. Their behaviors are then shaped by these interactions (Bandura as cited in Dubow et al., 2009). Parental time investment in a young child is one of the key predictors of a child's success as an adult (Kalil et al., 2012). College-educated mothers spend more time providing child care and age-appropriate activities with their children than mothers who have a high school education (Kalil et al., 2012).

Generally, highly educated parents (i.e. parents with more than 4 years of college experience) spend more time with their children than parents who have less educational experience

(Guryan et al., 2008). Since highly educated parents tend to view time with children as an investment opportunity to build human capital (Guryan et al., 2008), they spend that time actively developing their children's talents and skills; whereas, less educated parents tend to let their children's talents and skills develop with little or no guidance or stimulus (Lareau, 2002). Additionally, high-income and highly educated parents are more likely to be involved in their children's education, which is a key factor in adolescents' educational successes (Cabrera et al., 2018). Parent-child interactions lead to the development of beliefs or expectations for success that guide and maintain behavior over time (Frome & Eccles, 1998). When parents model achievement-oriented behavior (e.g. obtaining advanced degrees, reading, continuing education) and provide opportunities for their children to engage in achievement-oriented experiences (e.g. library trips, museums, after-school programs), those children develop the belief that achievement-oriented behavior is valued and expected (Dubow et al., 2009). Such successes might include graduating from high school, exploring higher learning, and seeking out prestigious job opportunities. Parents with more years of education have high expectations for success for their children, actively encourage their children to develop their own high expectations for success (Davis-Kean, 2005), and are better at aligning expectations with their children's abilities than low-income or less educated parents (Alexander, Entwisle, & Bedinger, 1994). Parents' abilities to set realistic expectations help them tailor the home environment to meet their children's needs, which can lead to higher grades and the pursuit of more education (Davis-Kean, 2005).

Parents are the first teachers of their children. In the light of this, parental education influences student's academic performance. Ahmad (2013) suggested that children from families where parents have less education tends to perform systematically worse in school than pupils whose parents have more education. To him, educated parents provide intellectual, economical, psychological and emotional support to their children who in turn make them to be more comfortable and adjusted to their learning development, and this result in high academic performance. Musarat (2013) in his research conducted on 250 students from University of Sargodha, Pakistan, found out that there is relationship between parental education and students G.P.A. To him, those students from educated parents have better G.P.A. than those from uneducated parents. He also pointed out that mother education has significant influence in students' GPAs. Students whose mothers are highly educated have scored high GPAs. Also Femi

(2012) came up with the result that the mean scores of students from educated parents were high than scores of students from uneducated parents.

Therefore, parental qualification has significance effects on students' academic performance. Another study by Ahmad et al. (2013), stated that a parent with an educational background would be in good position to be second teachers to their child. And even to guide and counsel the child on the best way to perform well in education. And provide necessary materials needed by the child. This motive also supported by Musgrave, (2000), he said that those children from educated parents always like to follow the footsteps of their families and by this, work actively in their studies. It also supported by Ekber (2013) in his research conducted on the 691 undergraduate senior students being trained at the University of Suleyman Damirel. He found out that a parent with high education provide a most conducive environment for their children to study. Students from parents with higher education perform academically wealth and their peers from uneducated parents. Parents' educational background continues to draw the attention of many researchers, educationist, parents and administrators for the role it plays in influencing students' academic performance.

In light of this, a study conducted by Sureehkumar, (2012) on the impact of parents' socioeconomic status on parental involvement at home for high achievement Indian students of Tamil school in Malaysia, indicated that students from parents with high educational qualification scores high test in this school. High educated parents deducted a lot of time, energy, and money to help their children to perform well in academic activities. From the research finding, educated parents assist their children to do homework given to them by the school and even to prepare timetable for the children to follow in relation to their school works at home, and make sure they abide by it. They also provide more activities related to an academic development of their children to utilise the time available at home. In fact, by virtue of their educational background, they involve fully in their children' learning development. They also keep in touch with the school authority about progress or otherwise of their children education. These advantages mentioned made possible for these children to perform academically well than their counterpart from uneducated parents. The more supportive and conducive environment a child gets a more academic achievement would be attained.

2.2.7. Home environment

According to Parveen (2007) home environment significantly influences student's childhood which has further influences on adult life of the child. Parveen (2007) along with Muola (2010) believe that home environment hinders or support children overall development. Parents' attitudes play a dominant role and where it is supportive enhances children performances and has positive impacts on child's development. Interactions of family members are contributive for students' as it enables them to improve their linguistic, social and intellectual skills. There is evidence that supportive home environment enhance child's confidence in his/herself, enable them to be sociable. This confidence helps students in developing their adjustment capabilities in different environments which positively influences students' educational performances. Students living in non- supportive home environment struggle in every walk of life including educational life (Parveen, 2007). Home interactions of family members at home are frequent. Head of the family communicates messages to family members to perform home related activities at home and outside of it.

The tune, words and approach in communication reflects the attitude of the head of the family and the reply of family members to the head of the family has the same ingredients which also constitutes their attitude towards the head of the family and his/her communication. Besides, family decisions are major factor that involve in-depth interactions of the family members. It is the stage from where the importance of family member say/opinion can be judged. Families that involves children in their decision making process enable their children to have self-confidence develop' their self-esteem and thus contribute towards social development of students (Codjoe, 2007). Children educational activities at home are based on the physical environment of their home. Home facilities of children enable and restrain them in practicing educational activities at home. Class preparation and practice at home are fundamental for child, as a child spends only five and six hours at school and the remaining time is spent at home which needs to be utilized properly (Roemmich, 2006).

The proper utilization of home time of child means provision of educational environment at home, which plays a dominant role in improving the educational performances of children. The establishment of Parents' Teacher Councils/ Associations at school is an important step toward increased parent's involvement in the educational activities of children (Hussain & Naz, 2013).

Machet (2002) further presented more detailed description of home environment and its influences on the educational performances of students. The power of imitation enables the children to learn from their parents and elders. Parents watching TV, having lunch, dinner and breakfast and other activities at home provide numerous learning opportunities for children from parents and other family members. Study conducted by Clark, Goyder and Bissel (2007) also agreed that positive domestic environment is the prominent indicator of students' success in their academics. They further added that teaching learning process carried out at school is incomplete without the support of home environment. In this regard the study of Shah, Atta, Qureshi, and Shah, (2012) emphasized that the awareness of parents' role in the education of their children is fundamental. It makes the relationship between students' home environment and their academic achievement at secondary school level. Parents who take responsibility for children learning result in increasing their kids interest in the studies. Therefore, this study was aimed to investigate the relationship of home environment and the educational performances of secondary school students. Although its role has been accepted and proved by different researchers (Parveen, 2007) the present study intent to explore home environment and its relationship with students' educational performances in Cameroonian context.

Reading at home reflects parental modeling and support of their child's reading combined with the provision of a stimulating literacy environment. Studies have shown a positive association with academic achievement (Stylianides & Stylianides, 2011). For example, Crosby and colleagues (2015) found that parent reading lessons at home have an impact on their children's literacy development. Their study examined the effectiveness of a parent involvement program that teaches parents how to provide their children reading lessons at home. Results indicate that implementation of the program was associated with higher levels of children's literacy achievement. Children whose parents implemented the parental literacy lessons at home made gains in literacy achievement over those children whose parents implemented fewer lessons or did not implement the lessons at all.

Homework involvement. It is not clear how exactly parental homework involvement can be beneficial, because the relation between this type of involvement and academic achievement is inconsistent. Studies indicated that assisting children with their homework did not have a significant relationship with achievement (e.g. Driessen, Smit, & Slegers, 2005) or is negatively

related to achievement (Domina, 2005; Lee & Bowen, 2006; Rogers, Theule, Ryan, Adams, & Keating, 2009). Additional studies also reported negative associations of homework help (Xu, Benson, Mudrey-Camino, & Steiner, 2010). On the contrary, Tam and Chan (2009) found that parental involvement in children's homework is positively associated with the academic development of children. And when parents are trained to help their child with homework, homework help is significantly associated with positive attitudes about math homework and math achievement. Van Voorhis (2011) conducted a quasi-experimental study and examined the effects of a weekly interactive mathematics program (Teachers Involve Parents in Schoolwork - TIPS) on parental involvement, parental attitudes, and student achievement. This study revealed that participation in this program leads to more parental involvement. After accounting for prior achievement, students who used TIPS for 1 year ($\beta = .13$) or two ($\beta = .19$) had significantly higher standardized mathematics achievement scores than control students. Additionally, a particular type of involvement in children's homework does seem beneficial. Gonida and Cortina (2014) examined whether different types of homework involvement (autonomy support, control, interference, cognitive engagement) could predict achievement. They found that only autonomy support is predictive of achievement. And parental interference in homework negatively predicted achievement. Similar results were found in two other studies. Moroni and others (2015) found that when homework involvement was perceived as supportive, it was positively associated with students' achievement, but when parents were perceived as intrusive and controlling in the homework process, their help was negatively associated with students' achievement. Additionally, students with low reading achievement reported more parental control ($\beta = -.12$) compared to students with higher achievement. Parental control also served as a statistically significant predictor of students' homework procrastination ($\beta = .15$): The more controlling behavior students perceived from their parents in Grade 5, the more they procrastinated in the homework process 2 years later (Dumont, Trautwein, Nagy, & Nagengast, 2014). Reading at home was found to be significantly related to elementary school children's literacy performance. Parents who employ reading activities with their child at home, contribute to their child's reading achievement in school (Hemmerechts, Agirdag, & Kavadias, 2017). Kloosterman and colleagues (2011) investigated the extent to which parental reading socialization, that is, parental reading example and instruction, at the start of a child's educational career, is related to children's academic performance in successive

primary school grades. They demonstrated that parental reading socialization positively affect children's language performance.

Parental engagement in learning activities at home has shown a positive association with the academic achievement of preschoolers. Research suggests that enriching activities, such as telling stories, teaching letters and numbers, problem solving activities, singing songs and playing games have been found to improve children's literacy skills (Georgiou, & Tziraki, 2013) and reading achievement (Cooper, Crosnoe, Suizzo, & Pituch, 2010).

2.2.8. Parents voluntary work at school

Volunteers can be a multifaceted resource in a classroom and throughout a school. For this to be the case, however, the school staff must value volunteers and learn how to recruit, train, nurture, and use them effectively. When implemented properly, school volunteer programs can enable teachers to personalize instruction, free teachers and other school personnel to meet students' needs more effectively, broaden students' experiences, strengthen school-community understanding and relations, enhance home involvement, and enrich the lives of volunteers. In the classroom, volunteers can provide just the type of extra support needed to enable staff to conference and work with students who require special assistance. When students see adult volunteers in their schools, they see firsthand how members of their community value education and support their local school. When a community is very involved in their school volunteering, more people have a better sense of the total education picture, and see how dedicated so many people are to educating the community's youth. More involvement results in better understanding, more trust building, and a commitment to even more support. School begins to feel like family.

Henderson and Mapp (2002) report evidence that volunteers can be significant resources in helping create a supportive and welcoming environment at schools and facilitating students' behavior and performance. As positive role models and student motivators, volunteers are viewed as contributing to better school attendance, improved grades and test scores, matriculation, less misbehavior, better social skills, staying in school, graduating, and going on to college. Available evidence suggests that when adult volunteers are present, students see that adults take school and education seriously and respect learning. This promotes positive attitudes toward school. Extrapolating from a wide range of research, it seems safe to conclude that volunteers can be a

valuable asset in enhancing a school's efforts to support learning and teaching. And over time, a variety of roles and functions have been identified.

The school is an open system wherein there is exchange between the school and the environment (society). In this light, some parents who have some skills needed in schools could offer to volunteer in one way or the other. Apart from volunteerism, they could intervene and do some paid works or partner with schools for some activities. The parents become familiar with the system, the activities and demands at school. They also get to know and follow-up their children in school. Some parents give presents like classrooms, didactic materials, among others to schools to enhance pedagogy in schools. These presents are beneficial to both students, his own children inclusive.

In the course of interacting in schools, the school become also involved in the children's academic performance. School involving implies the amount of contact between parents and teachers and participation in school activities. Several studies reported positive associations between school involvement and the academic achievement of young children (Aikens & Barbarin, 2008; Sibley & Dearing, 2014). For instance, Schulting, Malone and Dodge (2005) examined the association of parental school involvement with the academic achievement for 17,212 children from 992 schools and found that parental involvement in their child's school significantly predicted children's reading and math performance ($b = 0.89$). Other studies, however, showed no significant relation with school involvement such as volunteering at the school and keeping in touch with child's teacher on academic outcomes (Neuharth-Pritchett, Wright, & Wallinga, 2015).

2.2.9. Communication between Teachers and Parents.

Jeynes, (2007). explains that, parents and teachers are most influential from early period of schooling in child life. Parents normally start to possess education and teachers extend it. He emphasizes the importance of home cooperated with school and establish good financial relationship with teachers. This means that, children intellectual potential for successes in school education depends in initial efforts of parents in cultivating this potential so as to prepare conducive learning environment. Harbison and Hanushek (1992) argued that, studies of educational performance particularly in developed countries invariably indicate that, learning occurs in the home is much more important than that which occur at school. The quality of education at home is typically reflected in the educational level of parents, their income level and

other indicator of social economic status of the family. Parent or family input to education which include the level of both mother and father education exert a positive or negative and generally significant influence on student achievement. Parental involvement in education has been a topic of interest for many years among those who are concerned with improving academic achievement for children (Hoover and Sandler, 1997). After reviewing the literature, Henderson and Mapp (2002) indicate that student achievement is most commonly defined by report cards and grades, grade point averages, enrolment in advanced classes, attendance and staying in school, being promoted to the next grade, and improved behavior. Many researchers recognize the important role and strong positive bond between homes and schools play in the development and education of children.

2.2.10. Communication strategies

Parent-teacher communication can look different for different teachers and parents. Some relationships may be more difficult to establish than others, but there are a number of communication strategies that can help teachers and parents increase engagement in various situations. Discovering the best methods of communication and formulating messaging plans early in the year is important, as is maintaining consistent communication throughout the year. Teachers shouldn't be afraid to be persistent in establishing relationships with parents, and vice versa. Teachers and parents can try the following tactics for improving parent-teacher communication:

- **Regular in-person communication:** This type of communication works great for parents who typically drop off and pick up their children from school.
- **Parent-teacher conferences:** This type of communication is less consistent, but parents and teachers can schedule meetings to discuss a student's work and future goals.
- **Phone calls and emails:** Parents with busy work or personal schedules may not have the opportunity to go to school or schedule conferences. These parents may be easier to reach on the phone or via email. Teachers can also use phone calls and emails to regularly communicate with parents between conferences.
- **Text messages.** Some teachers use mass text messages or special messaging apps to communicate with parents. A number of text services cater specifically to teachers, such as Remind.

- **Open houses:** Most schools host annual open houses where parents can visit their children's classrooms. This allows teachers to meet parents for the first time or to meet a second parent who may not be in regular communication.
- **Parent-teacher associations:** Parents and teachers can establish ongoing relationships through board meetings or PTA meetings in which they help make decisions for the school.
- **Homework handouts and newsletters:** Teachers can create handouts for students to take home with them containing information about homework and other tasks. Teachers can also write weekly or monthly newsletters to let parents know what is going on in the classroom and how they can participate.
- **Class websites:** Teachers can create websites for their classes to post announcements, homework, and reminders. This helps ensure that assignments don't get lost in communication between the classroom and home. Other similar methods of communication include social media sites or learning management platforms such as ClassDojo.

2.2.11. Academic engagement

Student engagement in school is one of the main factor in students' academic success. Student engagement is an outpouring of a number of physical and psychological energies by students to gain academic experience through both learning and extracurricular activities. In this condition students will involve two elements, namely: behavior (such as perseverance, effort, attention) and attitude (such as: motivation, positive learning values, enthusiasm, pride in success). Students will be involved looking for activities, inside and outside the classroom that lead to successful learning. Students will also show great curiosity, desire to know more, and positive emotional responses to learning and school (Gibbs & Poskitt, 2010). The importance of student engagement in school is very much realized by educators. Fredricks, Blumenfeld, & Paris (2004) explain that researchers, educators, and policymakers currently focus more on student engagement as the key to overcoming problems in students who are low achievers, bored, and have high dropout rates.

This is supported by research conducted by Connell and Wellborn (1991) which shows that students who engage in school will show behavioral involvement in learning and have a positive

emotional attitude, they endure in the face of challenges. Results of the study by Dharmayana, et al (2012), show that emotional competence and student engagement in schools play a positive role on student academic achievement. It means, increasing emotional competence students will be able to increase student engagement in schools that play a direct role in student academic achievement.

In most cases, it is seen that effective student engagement and optimizing one's abilities while at school, do not automatically arise. Student engagement behavior is influenced by many things. Basically, factors that influence student engagement are internal factors and external factors. These internal factors are students' interests and perceptions of school rules (Pennisi, 2013), students' self-confidence (Warwick, 2008), students' characteristics, students' planning internal motivation (Siu, Bakker, & Jiang, 2014) and students' emotional state. While external factors are parenting (Smalls, 2009), peer support (Jennifer, & Jackson, 2013), emotional support (Bempechat, & Li, 2012), a conducive classroom environment (Dotterer & Lowe, 2011), teacher support (Conner & Pope, 2013), teaching techniques (Delialioğlu, 2012), school size (Weiss, Carolan, Baker-Smith, 2010), social support (Daly, Shin, Thakral, Selders, & Vera, 2009) and external motivation (Saeed & Zyngier, 2012)

2.3. Theoretical Framework

2.3.1. Engagement theory by Kearsley and Shneiderman (1999).

The Engagement Theory is a framework for technology-based teaching and learning (Kearsley & Schneiderman, 1999). Its fundamental underlying idea is that students must be meaningfully engaged in learning activities through interaction with others and worthwhile tasks. While in principle, such engagement could occur without the use of technology, Kearsley and Schneiderman believe that technology can facilitate engagement in ways which are difficult to achieve otherwise. The general conceptual framework proposed by O'Brien and Toms joins the Engagement Theory on the importance of the self-directed, meaningful involvement with materials or applications based on cognitive challenge and motivation (O'Brien & Toms 2008). Engagement is a concept that is not restricted to technology-based learning activities. Back in 1988, Meece et al. (1988) set a model for cognitive engagement in the classroom. Engagement from an educational point of view is seen as the learner participation, and interaction with the

learning material, learning activities, and the learning community. O'Brien, H.L. & Toms, E.G. (2008) set a conceptual framework defining user-engagement with technology. The framework explores the experience of users interacting with technology-based systems not limited to educational applications. The work resulted in a definition of engagement and a conceptual model that could be used in various application areas, including technology-based learning or citizen science projects, etc. According to O'Brien, H.L. & Toms, E.G. (2008), "Engagement is a quality of user experiences with technology that is characterized by challenge, aesthetic and sensory appeal, feedback, novelty, interactivity, perceived control and time, awareness, motivation, interest, and affect". The resulting conceptual model of engagement distinguishes different phases through an engagement process: Upon a point of engagement, the user initiates and sustains engagement in a task, he disengages, and potentially reengages several times with the system.

2.3.2. Significance of the theory to the study

Engagement theory originated in the technological world and became useful in the educational world. The theory is used in this study to express the act of getting involved in the learning process. It shows that learners become more engaged and learn more when their parents are actively present in their educational process.

2.3.3. Constructivism and Social Constructivism

Although it has become popular only recently, the origins of constructivism are believed to date back to the time of Socrates, who claimed that teachers and learners should talk with each other and interpret and construct the hidden knowledge by asking questions (Hilav, 1990, cited in Erdem, 2001). Gruber and Voneche (1977) also state that the term constructivism most probably is derived from Piaget's "constructivist" views (1967), as well as from Bruner's (1996) "constructivist" description of discovery learning. Furthermore, Perkins (1992) points out that constructivism has multiple roots in psychology and philosophy of this century: the developmental perspective of Jean Piaget (1969) and the emergence of cognitive psychology under the guidance of figures like Jerome Bruner (1966).

Constructivism is a synthesis of multiple theories diffused in to one form. It is the assimilation of both behaviorialist and cognitive ideals. The "constructivist stance maintains that learning is a process of constructing meaning; it is how people make sense of their experience"

(Merriam and Caffarella, 1999, p. 260). Mvududu and Thiel-Burgess (2012) state that constructivism is widely touted as an approach to probe for children's level of understanding and to show that that understanding can increase and change to higher level thinking. Thus, constructivism refers to how of learning and thinking. Constructivism describes the way that the students can make sense of the material and also how the materials can be taught effectively. With Constructivism as an educational theory in mind, the teachers should consider what students know and allow their students to put their knowledge in to practice. Constructivism as an educational theory holds that teachers should first consider their students' knowledge and allow them to put that knowledge in to practice (Mvududu & Thiel-Burgess, 2012). In other words, Mvududu and Thiel-Burgess represent constructivist view as one of the leading theoretical positions in education. Since there is no universal definition of constructivism, some consider it as a theory of learning, others as a theory of knowledge; although some other scholars and theorists consider it as a theory of pedagogy.

2.3.4. Significance of the theory to the study

This theory is significant to this study because it Constructivism describes the way that the students can make sense of the material and also how the materials can be taught effectively. With Constructivism as an educational theory in mind, the teachers should consider what students know and allow their students to put their knowledge in to practice. This theory helps to explain that teachers and parents put the students learning process first. They are expected to use the environment, communication, be fully involved in education of the students.

2.3.5. Human Development and Socio-Cultural Theory

Many theorists have developed the theory of home environment towards children academic achievement. Among them are Bronfenbrenner (1979) & Vygotsky (1978). Home environment as the immediate social environment of the child and thus refers to it as the ecology of child development. Bronfenbrenner (1979) defines ecology of human development as "the scientific study of the progressive mutual interaction between an active growing human being and the changing properties of the immediate settings in which the developing person lives". The process of development is affected by relations between the settings and the larger contexts in which the settings are embedded. In this regard, Bronfenbrenner emphasizes that the developing person is

not passive to the environment; rather dynamic and progressively helping to restructure the environment in which she/he lives.

The environment, on the other hand, exerts its influence on the developing and growing person through shared interactions between the person and other people, objects, and symbols found in the environment (Sontag, 1996). Referring to the home environment as a social setting puts the opinion also in the perspective of socio-cultural theory. Socio-cultural theory emphasizes that human development results from dynamic interaction between a person and the surrounding social and cultural forces. According to Vygotsky (1986), the child's learning is enclosed with social events occurring as the child interacts with people in the environment. The child participates in various social tasks through language (Vygotsky, 1978). Three main features of the two theories, the ecological theory of human development and socio-cultural theory, are important to consider in relation to the development of the child. First, the theories set the child in her/his social setting and emphasize the role of the environment in the child's development. Second, the child's environment is considered relevant to the developmental processes. Third, the theories view the child as an active person who not only influences the environment but is also influenced by the environment. The relationship between the child and the environment is therefore reciprocal. Based on the main features emanating from the two theories, the thesis regards the home environment as a micro-system (Bronfenbrenner, 1979).

2.3.6. Significance of the theory to the study

According to Bronfenbrenner (1979) a micro system is a pattern of activities, roles, and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics. The micro system of an individual therefore includes the culture in which that individual is educated and lives in, and the other people with whom the individual interacts (Zastrov & Kirst-Ashman, 2013). Therefore, home living and home literacy environments are identified and related to the development of phonological awareness, and reading and writing ability. In order to fully study parent's involvement and use this theory to explain the process of assessing the influence of home environment on the students' academic engagement, the elements process and time would have had to be included.

2.4. Empirical review

2.4.1. Parents level of education and student's academic engagements

A related study was conducted by Omollo et al. in 2017. The purpose of the study was to investigate the influence of parental educational level on the academic achievement of Unity preschool children in Embakasi district Nairobi County. The study utilized a descriptive survey research design. The target population of the study involved children, teachers and parents of Unity preschool in Embakasi district. The sample size comprised of 27 parents, 27 children and 5 teachers in Unity preschool. The finding of the study indicate that a majority of the parents had a low academic level since most of them were KCSE certificate holders and hence are not capable enough to guide their children on academic matters leading to poor academic achievement.

Another research was conducted by Khan in 2015. This study was conducted to focus the influence and impact of parent's educational level on students' academic achievement at secondary level of education. The study utilizes the students results of the 9th class in secondary school certificate examination taken by the Board of Intermediate & Secondary Education Dera Ghazi Khan. Oral interview, observation and a questionnaire were used for this study. This article tries to find out the impact of parental education status at students' academic achievements of secondary school level. Research population was the students of different public and private high schools of District Rajanpur, South Punjab. 200 students of Grade 10th were taken as a sample randomly. Null hypothesis was formulated and tested using independent Z test analysis. Descriptive study based on empirical data was tested to correlate the described variables. After analysis of the data the research finds significant positive relationship between parent's education level and academic achievements of students.

Hussain et al The present research is conducted to explore the influence of parents' education on their children's academic performance. Various items measuring the influence of parents' education on their kids were developed. A public university of Pakistan was considered as population and cluster random sampling was used to collect sample by a self-administered questionnaire. The analysis was done by the combination of descriptive and inferential statistics. Kruska Wallis H-test and Kendall's tau C tests were used for testing various hypotheses. The results indicate high association between parents' education and the academic performance of their children. It also revealed that respondents having different family income, mothers' qualification

level and fathers' qualification level have different opinions about the facilities provided in reference to their education. Hence, it can be concluded that parent's education is instrumental on children's educational performance globally.

Kassim, Kehinde and Abisola (2011) examined the causal-effects of parents' education, profession and mother's age on students' attainments. The results revealed that parents' education has the vital influence on the academic achievement of students. Vellymalay (2010) studied the relationship between parents' education level and their immersion in their children's education. Findings of the study suggested that there were no significant differences between parents' education level and parents' involvement plans for their children's education. Dubow et. Al. (2009) examined the forecast of individuals' educational and occupational success from related and personal variables assessed during their mid childhood and late adolescence. The results provided strong support for the unique predictive role of parental education on their children's educational developmental factors such as late adolescent achievement and achievement-related ambitions.

In 2006, Feinstein and Sabates (2006) highlighted the importance of parents' educational attitudes and behaviors on children's educational attainment especially in the developmental psychological literature. This report filled the gap by providing an estimate of the educational effect. Kean (2005) examined the impact of socioeconomic status, especially parents' education and income on children's academic achievements. Socio-economic factors were found to be associated with children's academic attainments. Fan (2001) explored the effect of parents' participation on their children's academic development. The results showed that parents' aspiration for their children's educational attainment had a consistent and positive effect on students' academic development. Umberson (1992) explained how parent-child relationship affects adult children's and their psychological suffering levels. Results showed that estimated effects of intergenerational relationships on distress levels sometimes depend on the structural situations of parents and children. Loasa (1982) studied relations between parental schooling and the parent-child relationship. As a result, global theoretical model was developed that links parental schooling, family communication processes, and children's school enactment. Thus, the global objective of this study is to identify the effect of parents' education on their children's academic performance and academic motivation.

According to a study conducted by Abubakar in 2015, which aims at examining how parent's occupation does impact students' academic performance. The main objective of the study is to analyse how formal and informal parental occupation significantly influence secondary school students' academic performance in Kuala Terengganu, Malaysia. Descriptive Survey Research design was used in which data from 377 respondents was collected using self-administered questionnaire from 4 selected secondary schools within Kuala Terengganu. Stratified random sampling technique was used to sample the respondents. The data was analysed using regression analysis. The result is explained in three forms, demographic information, descriptive analysis and inferential analysis. The result of the study indicated that students from a parent with formal occupation perform well than those from parents with informal occupation. Finally, recommendations are given to parents, teachers, policymakers and educational administrators.

Another related study was conducted by Akan in 2014. According to Akn, there has been an outcry against the poor performance of students in the Senior Secondary Certificate Examination in Nigeria. This research investigated the difference between the academic performance of students from parents with high educational background and students from parents with low educational background. It also investigated the influence of having study facilities at home on academic performance. The population for this study comprised all public secondary school students in Calabar Municipal Council Area of Cross River State. The sample consisted of 240 students from 6 randomly selected schools. A questionnaire tagged 'Academic Performance Questionnaire' was used to collect data. Expert judgements were used to ensure face and content validity. Test-retest method was used to determine the reliability and a reliability coefficient of 0.72 was obtained. Data collected were analysed by using t-test. The result revealed a significant difference between academic performance of students from parents with high educational background and students from parents with low educational background.

A significant difference was also found between the academic performance of students having study facilities at home and students with no study facilities at home. It can be concluded from the results that parental educational background and having study facilities at home have great influence on academic performance. Among others, it was recommended that the government at all levels should establish and equip more adult education centres for the training

of illiterate parents. It was also recommended that principals of schools should discuss the importance of learning materials with parents during Parent Teacher Association (PTA) meetings.

To finalize on the concept of parent's level of education, we could summarise that, in developed countries, research findings from both adults' education and early childhood intervention programmes note that the parent level of education is one of the most important factors influencing children reading level and other school achievements (Clark, 2007). More highly educated parents have greater success in providing their children with cognitive and language skills that contribute to early success in schools (Chen, 2007). Therefore, this makes those students to achieve higher than those whose parents are of low education level. In the same view, Davis (2005) argues that, households with higher level of education stress on the importance of education for their children because they perceive education as a tool for overcoming ignorance and poverty. The study indicated that, literate parents focus more on giving their children education and hence spend time on helping their children with their homework and checking what their children have learned at school. The evidence suggests that literate parents follow closer their children academic progress by purchasing books, monitoring their children and providing stimulating experience (Jensen & Seltzer, 2000). These contribute to students' achievement. Education of parent predicts the possibility and the quality of parental involvement. The study of Georgiou and Tourva (2007) reported that, parents' education is related to the extent to which parents are involved to the children education. The research findings suggested that, the amount of schooling that parents received, have effects on how they structured their home environment and how they interact with teachers and their children to promote academic achievement; however, it might not be always the most important factor to which particular parent devotes resources for their children (Henderson & Mapp 2002).

2.4.2. Home environment and students' academic engagement

According to Khan et al. (2019), home is the first institution of a child that have significant relationships with students' overall life. Current study has investigated the relationship of home environment with secondary school student's performances. The focus of the study was to find out the relationship of home interactions, physical facilities and students' academic performances. Secondary school students were the population of the study. Data were collected through a questionnaire and was analyzed with the help of SPSS. Percentage, mean scores, standard

deviation and Pearson correlation were applied to the collected data. Results obtained from analysis illustrated that a substantial majority of respondents are lacking separate study rooms at their homes, have a very low interactional opportunity at home in home related matters, but still majority of them were satisfied with their home environment. Based on the results it was recommended students need to be involved in domestic issues, they might be provided separate rooms for study and all the other facilities needed for educational progress of students.

Kalid and Bakar, 2020, they conducted a related study. This study aims to examine the effect of the home environment on students' academic achievement. The study's main objective is to explore the rapport between the home environment and student's academic achievement in Pakistan. Descriptive Survey Research design was used in which data from 300 respondents was collected using a self-administered questionnaire from four provinces of Pakistan. A stratified random sampling technique was used to sample the respondents. The data was analysed using regression analysis. The result is elucidated in three forms; demographic information, descriptive analysis, and inferential analysis. The study results indicated a weak positive correlation between home environment and student's academic achievement. It is also revealed that there are no differences of opinions existed between the opinions of male and female status perception about home environment and academic achievement in gender. Finally, recommendations were given to parents, policymakers, and educational administrators.

Another related study was conducted by Siddiqui in 2015. The primary intend of the study was to explore the relationship of Arts, Science and Commerce stream and training success and the influence of Home Environment, Academic Achievement and Teaching Aptitude on training success of ETE trainees. The study analyzed the numerical data from a survey of 380 teacher trainees of three DIETs of Delhi, India. Teaching Aptitude Test of SS Dahiya and L C Singh (2005) and Home Environment Inventory by Karuna Shakar Mishra) was applied. Teaching Aptitude test has 50 items of multiple-choice type. Each item has four alternative answers - A.B.C.D. Home Environment Inventory has HEI Contains 100 items related to ten dimensions of home environment. Achievement of the students was taken from their 10+2 result, whereas their training success was established on the basis of marks obtained in final year in theory and Practice of ETE course. Study revealed that Home environment and teaching aptitude of ETE trainees is significantly and positively correlated with training success. Similarly, academic achievement at

+2 level of the three streams students ie, Arts, Science and Commerce differs significantly and the two groups of trainees. Trainees having Low aptitude and High aptitude differ significantly in regard to training success in ETE programme.

Another study was also conducted by Mapigano in 2018. This study was conducted to give more description about „the effects of home learning environment on academic achievement among primary school children in Mbeya city“. The study was carried out in Mbeya city; Mkapa, Kagera, Maanga and Sinde primary schools with 100 respondents where 20 were teachers, 20 were parents and 60 pupils. The instruments used for this research were the questionnaires as the main tool for pupils while interview was used for teachers and parents. The data were analysed by using EXCEL and SPSS version 16.0. The fourth chapter was on data presentation, analysis and discussion. The fifth chapter comprises summary of the study, conclusion and recommendation. The data from the first objective was about; the influence of parent’s educational level towards primary pupil’s academic performance, second objective was to find out the extent to which socio-cultural factors affect pupils’ academic performance, third objective was to identify relationship between parents’ socioeconomic status and pupils academic performance, and the forth objective was to assess the relationship between parents involvements and pupils academic performance. Key findings revealed that lower educated parents make it difficult to support their children academically either paying school fees in time, giving their children basic needs, enough stationeries and counselling sessions. Socio-cultural factors hinder pupil’s achievement in such a way that, female genital mutilation causes truancy, absenteeism or school dropout. In turn, this denies girls in their right to education. The pupils’ performance depends on different variables including socioeconomic factors, self-confidence and motivation from parents. The finding also shows that communication between the home and the school promotes good academic results.

Hugo (2012) on his documents of the impacts from home environmental factors, revealed that, the person's principles established since childhood are like letters engraved in the bark of a young tree, which grow, enlarge with it making its integral part. Therefore, right beginning makes the most important part of upbringing/education. Nobody ever said that children were easy to rise. They don't come with guidelines or instructions, and they certainly come with a crucial set of physical and emotional needs that must be met. Theisen (2009) on paper of the maternal employment and breastfeeding revealed that, failure of the parents to meet these specific needs can

have wide-ranging and long-lasting negative effects. Parents in the home are children's first teacher. As a child moves from infant to toddler and then to a preschooler, he learns how to listen, speak, read and write which latter develop the child to achieve academically. The influence of parents on children's school achievement is well documented in numerous studies.

Gadsden (2003) on journal of the interaction among child care, maternal education and family literacy, revealed the greater parental involvement at early stage in children's learning, positively affects the child's school performance including higher academic achievement. Harderves (1998) reviews that, families whose children are doing well in school exhibit the following characteristics: establish a daily family routine by providing time and a quiet place to study with the children and assigning responsibility for household chores, monitor out-of-school activities, for example setting limits on television watching, reduce time of playing, monitor the groups of friends the pupils walk with and encourage children's development and progress in school; that is maintaining a warm and supportive home, showing interest in children's progress at school, helping him or her with homework, discussing the value of a good education and future career with children. Burns & Homel (1985) on journal of environmental quality and wellbeing of children, support the assertion that stimulating environment of the home has an influence on the intellectual development of the children. There is a relationship between home environment and pupils' academic achievement. This relationship attributes to numerous variables. These measurable variables include inter alia, parental structure, parent-occupational status, parental involvement and parental managed learning programmes. There is clear connection between students' home environment and their academic performance, though the relationship can be positive or negative but together they play a big role in adults' academic performance. According to California Department of Education (2000) school aged learners spend 70% of their working hours including holidays and weekends outside the school environment. This means that school cannot provide a complete and overall care and education that learners need there must be care and education that is given outside school compound of the learners. Parents at home are also getting involved in learner's performance; 86% of general public believes that support from parents is the most important way to improve schools. Students spend much more of their time connected with their parents than what they spend with their teachers (California department of education 2002). In this circumstance parents play a great role to learning than school environment since they provide all necessities to their children so as to learn.

Kamuti (2015) in research of the influence of home environment on academic performance of students in public secondary schools done in Kitui-Kenya, came up with kind of relationships between students in public schools academic performance and their home environment. Parent's economic status influences students' academic performance. This is because the parents will be able to pay school fees in good time and provide other learning materials such as books. This is likely to help the student to perform well in their academics. For the case of parent or family involvement influence students' academic performance in public secondary schools; this can be done by attending the school education days, checking on the student's performance and motivating the student. This is likely to go a long way in improving the student's performance. Parenting style affects pupils' academic performance in public secondary schools to a great extent. Thus authoritative parenting was positively associated with academic performance; and authoritarian and permissive parenting is negatively associated with good performance.

Egunsola (2014) in work of the influence of home environment on academic performance of secondary school students came up with the following relationship between parent's educational qualification, economic status, occupation and home location. In fact, he observed that there is a correlation with and have significant influences on students' academic performance in Agricultural Science in Adamawa State secondary schools. These results are vital information for all stakeholders in educational administration, practice and evaluation to note, especially parents of students who are at the home front should support their ward's educational achievement by providing the right and most favourable home environment to enhance better school performance by the students.

2.4.3. Parents voluntary service in school and students' academic engagement

A related study was conducted by McNeal in 2014. According to McNeal, previous research shows inconsistent relationships between parent involvement via voluntary service and academic achievement and often asks why such inconsistencies occur. The research proposes a theoretical model that separates parent involvement into those practices linking parents to children and those practices linking parents to other adults in the school environment. The researcher hypothesizes that parent-child (i.e. discussion and monitoring) and parent-school (i.e. educational support strategies and Parent Teacher Organization involvement) practices will differentially affect student attitudes (educational expectations), behaviors (absenteeism, homework, truancy),

and achievement (math and science). Using a national survey conducted in the United States of schools and students, the National Education Longitudinal Study (NELS:88), The research estimates a series of hierarchical models to test the direct and indirect effects of parent involvement on student attitudinal, behavioral and academic outcomes. Findings confirm that parent-child and parent-school involvement practices differentially influence student attitudes and behaviors, thereby indirectly affecting student achievement – to varying degrees

Another related study was conducted by Ngirande and Mutodi in 2014. The purpose of this study was to ascertain how parental involvement through voluntary work at school in South African schools affects the academic performance of students in mathematics. Literature often claim that involvement of parents results in better academic performance than if parents are not involved. The aim of the research was to see if this relationship exists in South African high schools. The study used a quantitative research approach. Data was gathered using a questionnaire administered to 114 students' parents. The main findings are that all the parents who responded are highly involved with their children's education. They have high expectations towards their children's education and performance. Three parental involvement constructs, that is, parenting, parent –teacher communication and home and family support were found to be positively related to performance. Results further indicate that home and family support is the most significant factor that determines a learner's performance. Most of the parents consider themselves to have a good communication with their child's teachers and the school. Children's homework is considered to be important by each parent and they all assist their children with homework. Thus, it may be concluded that by staying involved with their children's education, parents do impact positively on the academic achievement of the students.

Another related study was conducted by Khan and Chohan (2010), This study examines the impact of educational support given by the parents on the academic achievement and on the self-concept of 4th grade public school students. The aims of this study were (a) to examine the linkage between academic achievement and educational support provided to the child at home and, (b) to determine whether this support directly or indirectly effects child's self-concept. The data regarding parental support, its effects on the academic achievement and the self-concept were collected from a sample (N =305) of 4th grade students in the urban primary and elementary public schools. The sample students who have or have not parental support were compared on two

measures, (a) the annual school result report and, (b) the self-concept scale. The self-concept was measured twice i.e. before one month of annual school examination and after one month of announcement of annual results. The findings study revealed that parents' contribution to their children's education has a consistent and positive effect on academic achievement and on the self-concept.

Roy and Regina conducted another related study in 2018. The purpose of this systematic literature review was to examine global perspectives on the role of parental involvement and social/emotional skills in school-age children's academic success. A multistage filtering analysis process provides relevant information in relation to key issues on the topic of parental involvement in different countries and reveals distinctive characteristics of parental involvement as well as contextual differences from one culture to another. A discussion of the concepts is presented, and recommendations are drawn from the analysis.

Another related study was conducted by Bragado and Ipapo in 2021. This study discusses the role of parents in monitoring student academic performance in the new learning system. To achieve this aim, the researchers used a descriptive correlational design. The respondents of the study were students from a private secondary school in the Philippines. The data were processed, analyzed, and treated using the Statistical Packages for Social Sciences or SPSS. Based on the researcher's finding and conclusion reveals that the effect of parent implication in the new normal learning does not significantly affect academic performance. Conclusions were drawn and recommendations were offered.

Another related study was conducted by Maukar in 2015. The study focused on parental involvement and its effects on students' academic performance in Korogwe. The study was guided by four objectives: 1. to relate parents' level of education with students' academic performance 2 to identify how parents' income influences the students' academic performance, 3 to establish how communication between teachers and parents affect the students' academic performance, and 4. to establish how home environment affects students' academic performance. The study employed sequential mixed methods design and it used interviews and questionnaire techniques to collect data to inform the audience. These techniques were also complemented by observation and document. The study findings showed that majority of parents had low level of education which is at primary level. It was noted that parents who had low level of education were less responsible

for children schooling which may have led to their poor performance. Moreover, the results showed that low income of parents made them unable to provide sufficient home needs and school requirements for their children. Low income in the family also forced some students to take part in the income generation activities to support the families; thus reducing their time for learning. The findings showed that in most cases, great numbers of parents were not attending school meetings. This situation left students' problem unsolved and in long run, it could lead to students' failure in their studies. Lastly, the findings showed that students were involved in various domestics' chores which consumed most of students' learning time. The recommendations to address these problems are provided.

2.5. Research Gap

Much of literature in both developed and developing countries revealed that, academic performance is influenced by parents' involvements factors. With increase of low engagement among secondary school's students around the world and specifically in Cameroon, it is important to find out what are the problems which lead to this low engagement. Although there are different factors which lead to low engagement, parents' involvement is one of the factors affecting academic engagement, as indicated by different scholars in the literature above: (Sheldon, 2009). However, these studies have not examined in-depth the parents' involvements as an important aspect which affects academic engagement. Moreover, researches on the effects of parental involvements on academic engagement of public secondary schools in Cameroon are limited. Again, there is limited literature on the realities of parental involvement in Cameroon and how it effects the learners. Therefore, this study is an attempt to fill this gap.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

To examine the relationship that exist between parent's involvement and Students' academic engagement in some secondary schools in the Yaoundé VI Municipality, this chapter is focused on the description of the methods and instruments used to collect information for this research work. It treats the following elements: research design, the area of study, population of study, target population, accessible population, the sample and sampling techniques, instruments used for data collection, techniques of analyzing data, the variables, the indicators and recapitulative table.

3.1. Research Design

A research design is the procedures for collecting, analyzing, interpreting and reporting data in research studies (Creswell & Clark, 2007). It sets the procedure on the required data, the methods to be applied to collect and analyze this data, and how all of this is going to answer the research question (Grey, 2014). This study adopts survey research design. A survey looks at the individual, groups, institutions, methods and materials to describe, compare, contrast, classify, analyse and interpret the entities and events in the field, (Cohen et al, 2007). The survey is employed in this study to enable the researcher study a large population and have a greater statistical power. Moreover, it gives the researcher the ability to collect a large amount of information and having the availability of validated models. The type of survey used in this study is descriptive. The descriptive survey is chosen because it enables the researcher to collect data at a particular point in time to describe the nature of the existing phenomenon; identify standards against which this existing phenomenon can be compared. It also helps us to scan a wide field of issues, population, institutions and programs to describe or measure any generalized features. It further helps us to assure objectivity and generalization of findings.

3.2. Area of the study

This study is conducted in center region of Cameroon. specifically, the study was carried out in Yaoundé VI subdivision of the Mfoundi division of the center region of Cameroon. Yaoundé VI subdivision forms one of the seven subdivisions under Mfoundi. Mfoundi division which covers an area of 297 km² and as of 2005 had a total population of about 1,881,876 and it

is one of the 10 divisions that make up the Centre region. The division forms the Yaoundé capital and cover greater area. The Centre Region occupies 69,000 km² of the central plains of the Republic of Cameroon. It is bordered to the north by the Adamawa Region, to the south by the South Region, to the east by the East Region, and to the West by the Littoral and West Regions. It is the second largest of Cameroon's regions in land area. Major ethnic groups include the Bassa, Ewondo, and Vute. Yaoundé, capital of Cameroon, is at the heart of the Centre, drawing people from the rest of the country to live and work there. The Centre's towns are also important industrial centers, especially for timber. Agriculture is another important economic factor, especially with regard to the region's most important cash crop like cocoa. Outside of the capital are the plantations zones, with most inhabitants being sustenance farmers.

This area was chosen for this study because it harbors a good number of secondary school. Cost considerations were made in line with the fact that a study of this type requires primary data and its collection requires a lot in terms of time and financial cost. The ease with which data could for the study in this area was not equally left out and the closeness of the researcher to the area was amongst the determinants of the choice of the study area.

3.3. Population of the study

According to Shukla, (2020), research population is a set of all the unites (people, events, things) that possess variable characteristics under study and for which the findings of the research can be generalised. A population determines the limit within which the research findings are applicable. The population of this study is all stakeholders of state secondary schools in Yaoundé VI Municipality. Stakeholders here are principally the divisional delegate, the pedagogic inspectors, the teachers, students and parents who interact with the schools in one way or the other. We used these thresholds because they are they are involved in the process of parental involvement and student's academic engagement in secondary schools and have the required insight needed examine the prevailing phenomenon. This study divides a research population into Target population, accessible population and the sample as presented on figure 1.

3.4. Population threshold

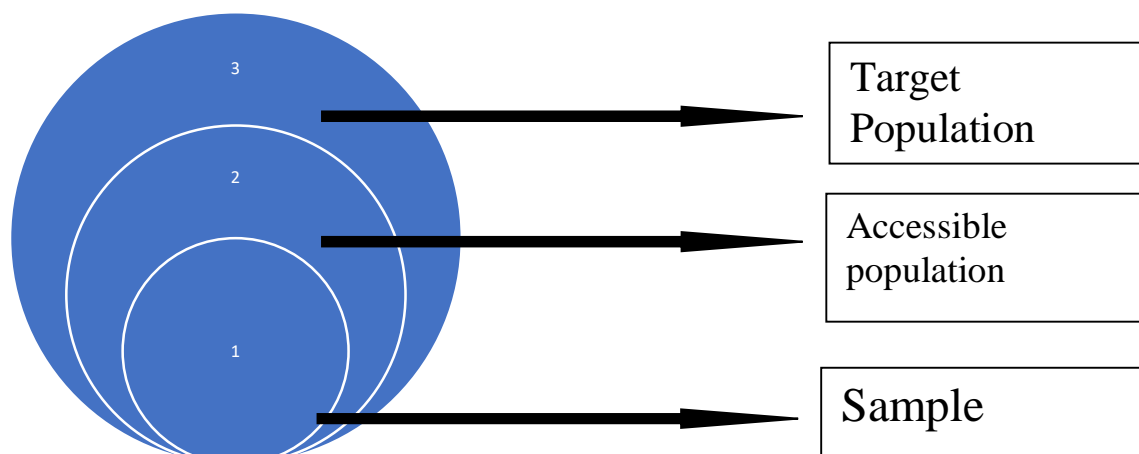


Fig. 2: Diagrammatical Representation of Population, Accessible Population and Sample of the Study

Source: Adapted from Amin (2005 p. 236)

Figure 1 is a demonstration of the respective population levels, sub-divided in order to make sure the right participants are met. These three levels are examined below.

3.4.1. Target population

Fraenkel and Wallen (2006) opined that the target population is the actual population to which the researcher would like to generalise its findings, (it is the researcher's ideal choice). The target population of the study was made up of parents, teachers and students of Government secondary schools in Yaoundé VI. These schools included: lycee Etoug-ebe, Lycee Biamassi, lycee Mendong. The selection criteria: these schools were the most populated in number of students, bilingual and incidentally, could be about 80% of the population of secondary schools in that municipality. This target population is presented on table 1.

Table 1
Showing Target population of the study

Name of School	Number of teachers	Number of parents	Number of students	
			Female	Male
Etoug-Ebe Bilingual high Schol	17	21	102	82
Government High School Mendong	21	13	48	42
Government High School Biyamassi	12	17	27	21
Total	50	51	177	145

Source: Field data (2022).

Since we could not be able to meet with each of the participants in this target group because of differences in schedules, absenteeism and unwillingness to participate, we exploited the accessible population.

3.4.2. Accessible population

According to Onen (2020), accessible population refers to the portion of the target population to which the researcher has reasonable access and from which sample can be drawn. It could be that portion of the population to which the researcher has reasonable access, may be a subset of the target population. The accessible population of the study was made up of parents, teachers and students of the second cycle (lower and upper sixth). We used the parents and teachers of these classes because they were available in school at the same time, and willing to participate. Parents were present in school for meetings and they have been involved in these schools for at least three years and have on how parental involvement can influence learner's engagement.

Table 2
Showing accessible population of the study

Name of School	Number of teachers	Number of parents	Number of students	
			Female	Male
Etoug-Ebe Bilingual high Schol	6	11	54	42
Government High School Mendong	7	7	28	22
Government High School Biyamassi	8	8	17	11
Total	21	26	99	75

Source: Field data (2022).

3.5. Sample

Onen (2020), opined that a sample is the selected elements (people or objects) procedurally chosen for participation in a study to represent the target or accessible population). Hence it is the reduced number of students and teachers from the accessible population for the current study. In this study, the researcher used the Krejcie and Morgan table to acquire a sample size of 221 participants, being 21 teachers, 26 parents and 174 students.

Table 3: presentation of sample distribution.

Number of teachers	Number of Parents	Number of students	Sample size
21	26	174	221

Source: this study (2022)

3.5.1. Sampling technique

With consideration of the research objectives and the design used in this study, we adopted the simple random sampling technique. A simple random sample is a subset of individuals (a sample) chosen from a larger set (a population) in which a subset of individuals are chosen randomly, all with the same probability. In simple random sampling, each

subset of k individuals has the same probability of being chosen for the sample as any other subset of k individuals. A simple random sample is an unbiased sampling technique. We used the simple random sampling because the principle of simple random sampling is that every set of items has the same probability of being chosen, so there is no bias and more of objectivity in sampling procedure.

3.6. Data collection

Data here contained was got from different sources; categorized under primary and secondary data.

3.6.1. Primary data

Primary data here has to do with raw material got from research participants and through questionnaires administered to parents, students and teachers in the above secondary schools. The data is primary because it is directly collected from the field.

3.6.2. Secondary data

Secondary data on its part is reviewed material related to school environment and student's academic performance in one way or the other. This data is gotten from reviews of existing material, from libraries, internet. It is called secondary because of the fact that it is got from pre-existing texts and research works.

3.7. Research Instruments

Every research project has as goal to gain knowledge. To arrive at this, investigations are to be made between variables. Hopkins (1998) holds that in educational settings, the purpose served by research instruments can be classified into four categories;

- The research instruments should provide a means of feedback to the instructor and the students. This helps the instructor to provide more appropriate guidance for individual students.
- It is used for research and evaluation. That is, tests are necessary to determine whether an innovative program is better than the conventional one in facilitating the attainment of specific curricular objectives.

- The instruments are used for guidance functions. That is, diagnosing an individual's aptitude and ability.
- The instruments are used for the administrative process that is, to facilitate better classification and placement decisions for instance, the groupings of children by their level.

Since it is complicated to measure directly, it is necessary to use indicators for our investigations.

For a good comprehension of this study, two instruments were used to collect data; the questionnaire and interview guide. The questionnaire is the main instrument of the study.

3.7.1. The questionnaire

A questionnaire is a set of questions on a topic or group of topics designed to be answered by the respondent. It is the vehicle used to pose the questions that the researcher wants respondents to answer (Ahmad, 2012). To add to this definition, a questionnaire can be typed or printed in a definite order or form and can be distributed directly or mailed to respondents who are expected to read, understand the questions, then write down the reply in the space meant for the purpose in the questionnaire itself. The questionnaire was design to meet the demands of some of research questions underpinning this study. The tool was chosen in order to creates room for the respondents (students) to express their opinions on how school environment influence learner's academic performances

3.7.2. Description of the tool

In this study, we designed and administered 174 questionnaires. The 174 questionnaires contained 34 questions divided into the respective indicators. The questionnaire was measured using the 4 point likert scale. We adopted 4 points likert scale because it gives the exact results of every participant. Every questionnaire was made up of closed-ended questions and was anonymous. There were designed into five sections as follows: Section "A" was demographic information. Structured to collect general information about respondents such as: name though facultative; gender, age, level of education, date and place of interview. Section "B" consisted of information on parent's level of education. Section "B1" is based on questions related to the home environment; section "B2" concerns itself voluntary service at school, while section "B" consisted of question on academic engagement.

Table 4: Presentation of variables and corresponding items on the questionnaire

HYPOTHESES	ITEMS
Parents level of education	5-10
Home environment	11-18
Voluntary service at school	19 - 24
Communication	25 - 30
Academic engagement	31-34

Source: field data (2021)

3.8. Validation of the instrument

According to Amin (2005) validity means the instrument measures what is true, what is supposed to measure and the data collected honestly and accurately represents the respondent's opinion.

3.8.1. Face Validity

Face validity is the extent to which a tool appears to measure what it is supposed to measure. In this light, the researcher after constructing the tools (questionnaire and interview guide), they were presented to senior students and research specialist in the department to cross examine the structure and number of items. They made some respective corrections. Three were then taken to the supervisor for scrutinized it, reconstructed some items and together with the researcher confirm that the tool is well structured and fit for purpose.

3.8.2. Content validity

This is to know if the questions match with the subject matter. E.g. asking questions in all the indicators (Egbe, M. 2018). All questions were constructed following the subject matter and all indicators had almost equal representation in the questionnaire. They were given to the supervisor to verify if the various components of the study are covered. We used the expert judgmental test to measure the content validity of the tools.

3.9. Reliability of the instruments

Reliability refers to how consistently a method or an instrument measures something. If the same result can be consistently achieved by using the same methods under the same circumstances, the measurement is considered reliable and consistent.

3.9.1. The Pilot Test

A pilot study can be defined as a 'small study to test research protocols, data collection instruments, sample recruitment strategies, and other research techniques in preparation for a larger study' (Zailinawati, Schattner & Danielle, 2006). A pilot study is one of the important stages in a research project and is conducted to identify potential problem areas and deficiencies in the research instruments and protocol prior to implementation during the full study. It can also help members of the research team to become familiar with the procedures in the protocol, and can help them decide between two competing study methods, such as using interviews rather than a self-administered questionnaire. The pilot study can reveal the ambiguity, and poorly elaborated questions.

Questions that are not understood and unclear can indicate whether the instructions to the respondents are clear. The outcome of this pilot study enabled the researcher to eliminate and refine certain items in the questionnaire. A pilot test was carried out by the researcher using teachers and students of Mbalgong high school. The researcher obtained permission through an attestation of research from the head of department and the Dean of the Faculty before going to the field at the field. This pupil was chosen because they have nearly the same characteristics like the pupils in the sample. According to Saughmessy and Zechmeister (1990), an instrument is reliable when it measures what it is intended to measure consistently. Hence the reliability of the instrument was verified. The reliability is the degree to which the instrument consistently measures whatever it is supposed to measure. The advantages derived from the pilot test were that new insights were obtained, the errors pointed out were corrected and the total understandability of the questionnaire was measured which assisted to enrich the final questionnaire, hence, the validity of the research instrument.

Table 5: Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.831	28

Source: this study (2022).

3.10. Administration of instruments

The research obtained the research authorization from the department, invited two other researchers and together, they concerted before going to the school's concern. At the school, they presented themselves to the head teachers and presented their research authorization. From there the principal invited the teachers and class prefects of the classes concern and get them into contact with the researcher. The researchers took schedule from the teachers on what time will the teachers can permit their students to participate in the study. following their time, the students all answered the questionnaires in class and return all because the teacher was there to assist.

3.10.1. Administration of the interviews

With the use of this technique, we conducted both structured and unstructured *face to face* interviews with informants carefully selected from the study population. This technique was applied during fieldwork with the aim of exploring the perceptions that different people have relating thereto. We equally sought to know from the actors their experiences and what is implicit about the issue at hand. To realise this, an interview guide duly designed to that effect; with preoccupations centering on the various research variables were used. A tape recorder and writing materials were also used in the process.

Informants/research participants were carefully selected in the best way that could make the research results credible. In fact, they were chosen in respect for their professional profiles. The reason behind this style is that the researcher wanted to create a balance between data got from people from the above-mentioned categories so as to see if there is a nuance between them. Some teachers preferred to reschedule their interview session for the following day. Which we respected their schedules.

3.10.2. Ethical Consideration

In contemporary education studies, all researchers are expected to apply, respect ethical principles and guidelines when research involves human subjects (international commission for world health organisation CIOMS 2002). This is because other researchers and those reviewing or supervising research would also find such helpful to themselves (Bailey, 1988). According to Gustafsson, Hermaren and Peterson (2005), areas of ethical concerns are lack of informed consent, plague with inversion of privacy, deception and harm to participants. Ethical issues have to do with respect for lives, persons, human dignity, beneficence and justice. According to (Amin, 2005),

Ethics refers to well based standards of right and wrong that prescribe what humans ought to do usually in terms of rights, obligations, benefits to society, fairness, or specific virtues... ethical standards support the virtue of honesty, compassion and loyalty and include standards relating to rights such as the right to life, the right to freedom from injury and the right to privacy (p. 28).

This takes place in four different stages of the research process; the choice of the topic, data collection, analysis, interpretation and thesis writing. In this study, we ensure ethics in these four parts; in the research topic, all cautionary motives were taken into consideration, in order to avoid stumbling on a topic that could harm or put both the university community and research participants in any inconveniencies. In order to achieve this, an explorative study was conducted to test the suitability of the topic and to find out if it is sensitive to the scientific world or not.

At the level of data collection, the methodology, techniques and tools used were chosen with reasons, and further pretested during the explorative study before they are finally employed in the study. This was purposefully to avoid straying into research participant's privacy in one way or the other. While in the field, the main instrument that was used to give every informant their

rights in the informed concerned form. This form was presented in two parts, part A presented the information about the research work and B presented information on participant's engagement on the whole exercise. The document was handed to participants and some verbal explanations were made after which they fixed day and place for the interview according to their convenience. On data analysis, our tools did not give any gap for the participants to put their names, so all responses were unanimous.

3.11. Authentication of instruments

The validation process was done in two phases: the first phase sealed off the presentation of the questionnaires and the interview guide to the research supervisor. After a thorough inspection of this instrument, he brought in some corrections and modifications before giving his approval for them to be administered. The second phase of it consisted of doing the necessary corrections following the instructions of the research supervisor, that which was done, before they were ready to serve the purpose for which they were intended.

3.11.1. The data analysis technique

This work applies the correlation research design which describes the extent to which the variables are interrelated. With correlation studies, the data collected is used to verify if there is a relationship between two or more variables. According to Amin (2005, p.218), a correlation research attempts to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. The relationship can now be used to make predictions. The Statistical Package for Social Sciences (SPSS) version 23.0 was used for data analysis. Both inferential and Descriptive statistics were used to analyse the data collected from the field with the use of questionnaires and interview guide. The descriptive data was applied using tables and chats. Concerning inferential statistics, the spearman correlation index was used to test research hypotheses. We used the statistics in order to ascertain the correlation between school environment and learner's academic performance. This description gave us the frequencies and the percentages while inferential data determined the nature of correlations and magnitudes of the relationship between the two variables.

3.11.2. Statistical Procedures Used

To measure the correlation between the two variables, the alpha and the standard error margin, the Spearman rank correlation index was used.

The formula is described as:

Spearman Correlation:

$$r_s = 1 - \frac{6\Sigma D^2}{n(n^2 - 1)}$$

Where:

Σ = sum

D is the difference between the ranks of X and the corresponding ranks of Y

n= the number of paired ranks

Table 6: Correlation value and interpretation

Correlation value	Interpretation
00	No relationship
0.01-0.19	Very low
0.2-0.39	Low
0.40-0.59	Moderate
0.6-0.79	High
0.8-0.99	Very high
1	Perfect

Source: Adapted from Chaffi, (2018)

3.12. The variables of the study

A variable is a characteristic on which people differ from one another. The two main variables are the independent and dependent variables.

3.12.1. Independent variable

The independent variable of the study is parents' involvement is the independent variable. The independent variable of a study is the presumed course of a phenomenon and also, it is known as the predictor. It is presumed that, this variable has an effect on the dependent.

3.12.2. The dependent variable

Dependent variables are the characteristics that are being studied when statements of hypotheses are made. The dependent variable in this study is academic engagement.

Table 7: The recapitulative table of the hypotheses, variables, indicators, modalities, measurement scale and statistical test

The General Hypothesis	The Research Hypotheses	The indicators	The modalities	The Dependent Variable	The indicators	The Measurement scale	Statistical test
Ha0: There is a relationship between parents involvement and student's acidic engagement	Ha1: There is a relationship between parents level of education and learners academic engagement	Parents level of education	First school, college, university graduate, masters, Ph.D holder, HND, ENS, GTTC Graduate.	Students' academic engagement	Passed, failed, averages, promotion, position, behavior, skills acquired	4-points Likert scale	Spearman rank correlation
	Ha2: There is a relationship between home environment and students' academic engagement	Home environment	Reading space, reading room and table, peace, home activities, homework, rest,	Students' academic engagement	Passed, failed, averages, promotion, position, behavior, skills acquired	4-points Likert scale	Spearman rank correlation
	Ha 3: There is a relationship between voluntary service at school and students'	Volunteerism at school	As a teacher, DM, technical works, PTA service, security service,	Students' academic engagement	Passed, failed, averages, promotion, position, behavior, skills acquired	4-points Likert scale	Spearman rank correlation

academic engagement	Ha 4: there is a relationship between effective communication and students academic engagement	Effective communication	Face to face talk School meetings Phone calls Email and facebook Letters Confidential	Students' academic engagement	Passed, failed, averages, promotion, position, behavior, skills acquired	4point Likert scale	Spearman rank correlation
---------------------	---	-------------------------	--	-------------------------------	--	---------------------	---------------------------

Source: This study (2022)

Conclusion

This chapter presents the areas of the study, research design, population, instruments, validity and reliability and the data analysis technique. This chapter presents the methodology that enables us conduct this research. It ushers us to chapter four.

Table 8: Recapitulative table of dependent variable

Dependent variable	Indicator	Modalities	Measuring scale	Statistical test
Students' academic engagement	Academic engagement	Passed, failed, averages, promotion, position, behavior, skills acquired Behavral engagement – participating, staying on task, and completing assignments; – feeling happy, interested, and comfortable in class.	4-point Likert scale	Spearman rank correlation

CHAPTER FOUR

PRESENTATION OF RESULTS AND DATA ANALYSIS

Introduction

This chapter has 3 main parts: the first part deals with the presentation of descriptive statistics in percentages and frequency tables, the second part deals with the verification of the hypotheses postulated by choosing an appropriate statistical test and the third part deals with content analysis of the interviews. In the case of this study, the spearman rank correlation will be used to test the hypotheses of this study.

4.1. Data analysis frequency tables

4.1.1. Analysis of General Information

4.1.1.1. Presentation of Respondents' Personal Information

Table 9: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	83	47.7	47.7	47.7
	Female	91	52.3	52.3	100.0
	Total	174	100.0	100.0	

Source: filed data (2022)

According to table 9 on gender, 83 were males, making a percentage of 47.7, while 91 were female, making a 52.3percent. these make up 100 percent participation by the sample population. Looking at the large gap between the male and female participants, when we asked from the school principals, they explained that I their schools they always have more females that male. And looking at the reality of life in Cameroon, there are visibly more women that mane in our communities. However, the representation did not have any effects on the results since we were not focus on the gender.

Table 10: Level of education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Upper Sixth	72	41.4	41.4	41.4
	Lower Sixth	27	15.5	15.5	56.9
	Form Five	75	43.1	43.1	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 10 on level of education, 72 were in upper sixth, making a percentage of 41.4, while 27 were in lower sixth, making a 15.5 percent, 75 were in form five, making 56.9 percent. These make up 100 percent participation by the sample population. Visibly, form five is more populated, when we verify from the principals, we were told that the lower classes are populated and reduce as students go higher in education because some fail, others dropout.

Table 11: School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lycee Etoug-ebe	106	60.9	60.9	60.9
	Lycee Mendong	40	23.0	23.0	83.9
	Lycee Byamassi	28	16.1	16.1	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 11 on schools, 106 were from Lycee Etoug-ebe, making a percentage of 60.9, while 40 were from lycee mendong, making a 23.0 percent, 28 were from Byamassi, making 16.1 percent. These make up 100 percent participation by the sample population. Lycee Etoug-ebe is visibility with the higher number of participants due that the fact that all their students were available and willing to participate, while other schools were busy with one academic activity or the other and only a few showed interest/.

Table 12: Nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Cameroonian	173	99.4	99.4	99.4
	Ghanian	1	.6	.6	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 12 on nationality, 173 were Cameroonians, making a percentage of 99.4, while just 1 was a Ghanaian, making a 0.6 percent. The 1 percent was very minimal thus had no effect on the results.

4.1.2. Analysis of the Independent Variable

Table 13: My parents are both educated and can teach me at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	6.9	6.9	6.9
	Disagree	31	17.8	17.8	24.7
	Neutral	26	14.9	14.9	39.7
	Agree	64	36.8	36.8	76.4
	Strongly Agree	41	23.6	23.6	100.0
	Total	174	100.0	100.0	

Source: field data: (2022)

According to table 13 on My parents are both educated and can teach me at home, 12 participants strongly disagreed that their parents are both educated and can teach me at home making a percentage of 6.9, 31 participants disagreed that their parents are both educated and can teach me at home, making 17.8, 26 were neutral on the fact that their parents are both educated and can teach me at home making 26percent, 64 agreed that their parents are both educated and can teach me at home making 36.8 percent and 41 participants strongly agreed that their parents are both educated and can teach me at home. these make up 100 percent participation on the study.

Table 14: My parents always help with my home work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	17.2	17.2	17.2
	Disagree	52	29.9	29.9	47.1
	Neutral	28	16.1	16.1	63.2
	Agree	43	24.7	24.7	87.9
	Strongly Agree	21	12.1	12.1	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 14 on My parents always help with my homework, 30 participants strongly disagreed that their parents always help with my homework, making a percentage of 17.2. 52 participants disagreed that their parents always help with my homework, making 29.9 percent. 28 participants were neutral on the fact that their parents always help with my homework making 16.1 percent. 43 participants agreed that their parents always help with my homework making 24.7

percent and 21 participants strongly agreed that their parents always help with my homework. these make up 100 percent participation on the study.

Table 15: My parents are university graduates and speak English fluently

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	13.2	13.2	13.2
	Disagree	48	27.6	27.6	40.8
	Neutral	26	14.9	14.9	55.7
	Agree	37	21.3	21.3	77.0
	Strongly Agree	40	23.0	23.0	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 15 on My parents are university graduates and speak English fluently, 23 participants strongly disagreed that their parents are university graduates and speak English fluently, making a percentage of 13.2. 48 participants disagreed that their parents are university graduates and speak English fluently, making 27.6 percent. 26 participants were neutral on the fact that their parents are university graduates and speak English fluently making 14.9 percent. 37 participants agreed that their parents are university graduates and speak English fluently making 21.3 percent and 40 participants strongly agreed that their parents are university graduates and speak English fluently. these make up 100 percent participation on the study.

Table 16: My parents know how to calculate my average

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	14.4	14.4	14.4
	Disagree	44	25.3	25.3	39.7
	Neutral	32	18.4	18.4	58.0
	Agree	53	30.5	30.5	88.5
	Strongly Agree	20	11.5	11.5	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 16 on My parents know how to calculate my average, 25 participants strongly disagreed that their parents know how to calculate my average, making a percentage of 14.4. 44 participants disagreed that their parents know how to calculate my average, making 25.3 percent. 32 participants were neutral on the fact that their parents know how to calculate my average making 18.4 percent. 53 participants agreed that their parents know how to calculate my

average making 30.5 percent and 20 participants strongly agreed that their parents know how to calculate my average. these make up 100 percent participation on the study.

Table 17: My parents speak correct grammar in the house and correct our errors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	4.6	4.6	4.6
	Disagree	29	16.7	16.7	21.3
	Neutral	22	12.6	12.6	33.9
	Agree	64	36.8	36.8	70.7
	Strongly Agree	51	29.3	29.3	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 17 on My parents speak correct grammar in the house and correct our errors, 8 participants strongly disagreed that their parents speak correct grammar in the house and correct our errors, making a percentage of 4.6. 29 participants disagreed that their parents speak correct grammar in the house and correct our errors, making 16.7 percent. 22 participants were neutral on the fact that their parents speak correct grammar in the house and correct our errors making 12.6 percent. 64 participants agreed that their parents speak correct grammar in the house and correct our errors making 36.8 percent and 51 participants strongly agreed that their parents speak correct grammar in the house and correct our errors making 29.4 percent. these make up 100 percent participation on the study.

Table 18: My parents read and write very well and even help out with difficult words

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	4.0	4.0	4.0
	Disagree	18	10.3	10.3	14.4
	Neutral	30	17.2	17.2	31.6
	Agree	66	37.9	37.9	69.5
	Strongly Agree	53	30.5	30.5	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 18 on My parents read and write very well and even help out with difficult words, 7 participants strongly disagreed that their parents read and write very well and even help out with difficult words, making a percentage of 4.0. 18 participants disagreed that their parents read and write very well and even help out with difficult words, making 10.3 percent. 30

participants were neutral on the fact that their parents read and write very well and even help out with difficult words making 17.2 percent. 66 participants agreed that their parents read and write very well and even help out with difficult words, making 37.9 percent and 53 participants strongly agreed that their parents read and write very well and even help out with difficult words, making 30.5 percent. these make up 100 percent participation on the study.

Table 19: I have a personal reading space in our compound

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	11.5	11.5	11.5
	Disagree	46	26.4	26.4	37.9
	Neutral	12	6.9	6.9	44.8
	Agree	58	33.3	33.3	78.2
	Strongly Agree	38	21.8	21.8	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 19 on I have a personal reading space in our compound, 20 participants strongly disagreed that they have a personal reading space in our compound, making a percentage of 11.5. 46 participants disagreed that they have a personal reading space in our compound, making 26.4 percent. 12 participants were neutral on the fact that they have a personal reading space in our compound, making 6.9 percent. 58 participants agreed that their they have a personal reading space in our compound, making 33.3 percent and 38 participants strongly agreed that they have a personal reading space in our compound, making 21.8 percent. these make up 100 percent participation on the study.

Table 20: My reading room has a good table and a blackboard for practice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	10.9	10.9	10.9
	Disagree	60	34.5	34.5	45.4
	Neutral	22	12.6	12.6	58.0
	Agree	35	20.1	20.1	78.2
	Strongly Agree	38	21.8	21.8	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 20 on My reading room has a good table and a blackboard for practice, 19 participants strongly disagreed that their reading room has a good table and a blackboard for

practice, making a percentage of 10.5. 60 participants disagreed that their reading room has a good table and a blackboard for practice, making 34.5 percent. 22 participants were neutral on the fact that their reading room has a good table and a blackboard for practice, making 20.1 percent. 35 participants agreed that their reading room has a good table and a blackboard for practice, making 20.1 percent and 38 participants strongly agreed that they have a personal reading space in our compound, making 21.8 percent. these make up 100 percent participation on the study.

Table 21: My reading space is quiet and calm

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	8.6	8.6	8.6
	Disagree	51	29.3	29.3	37.9
	Neutral	26	14.9	14.9	52.9
	Agree	50	28.7	28.7	81.6
	Strongly Agree	32	18.4	18.4	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 21 on My reading space is quiet and calm, 15 participants strongly disagreed that their reading space is quiet and calm, making a percentage of 8.6. 51 participants disagreed that their reading space is quiet and calm, making 29.3 percent. 26 participants were neutral on the fact that their reading space is quiet and calm, making 14.9 percent. 50 participants agreed that their reading space is quiet and calm, making 28.7 percent and 32 participants strongly agreed that reading space is quiet and calm, making 18.4 percent. these make up 100 percent participation on the study.

Table 22: My home activities do not cover my reading time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	10.3	10.3	10.3
	Disagree	34	19.5	19.5	29.9
	Neutral	27	15.5	15.5	45.4
	Agree	55	31.6	31.6	77.0
	Strongly Agree	40	23.0	23.0	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 22 on My home activities do not cover my reading time, 18 participants strongly disagreed that their home activities do not cover my reading time, making a percentage of 10.3. 34 participants disagreed that their home activities do not cover my reading time, making

19.5 percent. 27 participants were neutral on the fact that their home activities do not cover my reading time, making 15.5 percent. 55 participants agreed that their home activities do not cover my reading time, making 31.6 percent and 40 participants strongly agreed their home activities do not cover my reading time, making 23.0 percent. these make up 100 percent participation on the study.

Table 23: After my home activities I have time to rest before reading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	3.4	3.4	3.4
	Disagree	18	10.3	10.3	13.8
	Neutral	14	8.0	8.0	21.8
	Agree	82	47.1	47.1	69.0
	Strongly Agree	54	31.0	31.0	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 23 on the item that after my home activities I have time to rest before reading, 06 participants strongly disagreed that after their home activities they have time to rest before reading, making a percentage of 3.4. 18 participants disagreed that after their home activities they have time to rest before reading, making 10.3 percent. 24 participants were neutral on the fact that after their home activities they have time to rest before reading, making 8.0 percent. 82 participants agreed that after their home activities they have time to rest before reading, making 47.1 percent and 54 participants strongly agreed that after their home activities they have time to rest before reading, making 31.0 percent. these make up 100 percent participation on the study.

Table 24: Our compound is calm and peaceful for learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	31	17.8	17.8	17.8
	Disagree	28	16.1	16.1	33.9
	Neutral	30	17.2	17.2	51.1
	Agree	57	32.8	32.8	83.9
	Strongly Agree	28	16.1	16.1	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 24 on the item that our compound is calm and peaceful for learning, 28 participants strongly disagreed that after their compound is calm and peaceful for learning, making a percentage of 17.8. 28 participants disagreed that after their compound is calm and peaceful for

learning, making 16.1 percent. 30 participants were neutral on the fact that after their compound is calm and peaceful for learning, making 17.2 percent. 57 participants agreed that after their compound is calm and peaceful for learning, making 32.8 percent and 28 participants strongly agreed that after their compound is calm and peaceful for learning, making 16.0 percent. these make up 100 percent participation on the study.

Table 25: There is internet connection at home from where I do my research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	44	25.3	25.3	25.3
	Disagree	29	16.7	16.7	42.0
	Neutral	12	6.9	6.9	48.9
	Agree	39	22.4	22.4	71.3
	Strongly Agree	50	28.7	28.7	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 25 on the item that there is internet connection at home from where I do my research, 44 participants strongly disagreed that there is internet connection at home from where they do my research, making a percentage of 25.3. 29 participants disagreed that there is internet connection at home from where they do my research, making 16.7 percent. 12 participants were neutral on the fact that there is internet connection at home from where they do my research, making 6.9 percent. 39 participants agreed that there is internet connection at home from where they do my research, making 22.4 percent and 50 participants strongly agreed that there is internet connection at home from where they do my research, making 28.7 percent. these make up 100 percent participation on the study.

Table 26: We have a library at home where I get some books to read

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	86	49.4	49.4	49.4
	Disagree	59	33.9	33.9	83.3
	Neutral	8	4.6	4.6	87.9
	Agree	13	7.5	7.5	95.4
	Strongly Agree	8	4.6	4.6	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 26 on the item that We have a library at home where I get some books to read, 86 participants strongly disagreed that they have a library at home where they get some

books to read, making a percentage of 49.4. 59 participants disagreed that they have a library at home where they get some books to read, making 33.9 percent. 8 participants were neutral on the fact that they have a library at home where they get some books to read, making 4.6 percent. 13 participants agreed that they have a library at home where they get some books to read, making 7.5 percent and 8 participants strongly agreed that there they have a library at home where I get some books to read, making 4.6 percent. these make up 100 percent participation on the study.

Table 27: My parents usually attend and participate in PTA meetings in my school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	14.4	14.4	14.4
	Disagree	32	18.4	18.4	32.8
	Neutral	27	15.5	15.5	48.3
	Agree	53	30.5	30.5	78.7
	Strongly Agree	37	21.3	21.3	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 27 on the item that My parents usually attend and participate in PTA meetings in my school, 25 participants strongly disagreed that their parents usually attend and participate in PTA meetings in my school, making a percentage of 14.4. 32 participants disagreed that their parents usually attend and participate in PTA meetings in my school, making 32.8 percent. 27 participants were neutral on the fact that that their parents usually attend and participate in PTA meetings in my school, making 15.5 percent. 53 participants agreed that their parents usually attend and participate in PTA meetings in my school, making 30.5 percent and 37 participants strongly agreed that there that their parents usually attend and participate in PTA meetings in my school, making 21.3 percent. these make up 100 percent participation on the study.

Table 28: My father volunteers as the security man for my school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	98	56.3	56.3	56.3
	Disagree	46	26.4	26.4	82.8
	Neutral	10	5.7	5.7	88.5
	Agree	14	8.0	8.0	96.6
	Strongly Agree	6	3.4	3.4	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 28 on the item that My father volunteers as the security man for my school, 98 participants strongly disagreed that their father volunteers as the security man for my school, making a percentage of 56.3. 46 participants disagreed that their father volunteers as the security man for my school, making 26.4 percent. 10 participants were neutral on the fact that that their father volunteers as the security man for my school, making 5.7 percent. 14 participants agreed that their father volunteers as the security man for my school, making 8.0 percent and 6 participants strongly agreed that their father volunteers as the security man for my school, making 3.4 percent. these make up 100 percent participation on the study.

Table 29: My parents always attend all school occasions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	54	31.0	31.0	31.0
	Disagree	69	39.7	39.7	70.7
	Neutral	33	19.0	19.0	89.7
	Agree	11	6.3	6.3	96.0
	Strongly Agree	7	4.0	4.0	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 29 on the item that My parents always attend all school occasions, 54 participants strongly disagreed that their parents always attend all school occasions, making a percentage of 31.0. 69 participants disagreed that their parents always attend all school occasions, making 39.7 percent. 33 participants were neutral on the fact that that their parents always attend all school occasions, making 19.0 percent. 11 participants agreed that their parents always attend all school occasions, making 6.3 percent and 7 participants strongly agreed that their parents always attend all school occasions, making 4.0 percent. these make up 100 percent participation on the study.

Table 30: My parents always come around school to check my presence in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	89	51.1	51.1	51.1
	Disagree	48	27.6	27.6	78.7
	Neutral	19	10.9	10.9	89.7
	Agree	11	6.3	6.3	96.0
	Strongly Agree	7	4.0	4.0	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 30 on the item that My parents always come around school to check my presence in class, 89 participants strongly disagreed that their parents always come around school to check their presence in class, making a percentage of 51.1. 48 participants disagreed that their parents always come around school to check my presence in class, making 27.6 percent. 19 participants were neutral on the fact that that their parents always come around school to check their presence in class, making 10.9 percent. 11 participants agreed that their parents always come around school to check my presence in class, making 6.3 percent and 7 participants strongly agreed that their parents always come around school to check my presence in class, making 4.0 percent. these make up 100 percent participation on the study.

Table 31: My parents have my teachers' contacts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	53	30.5	30.5	30.5
	Disagree	52	29.9	29.9	60.3
	Neutral	20	11.5	11.5	71.8
	Agree	33	19.0	19.0	90.8
	Strongly Agree	16	9.2	9.2	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 31 on the item that My parents have my teachers' contacts, 53 participants strongly disagreed that their parents have my teachers' contacts, making a percentage of 30.5. 52 participants disagreed that their parents have my teachers' contacts, making 29.9 percent. 20 participants were neutral on the fact that that their parents have my teachers' contacts, making 11.5 percent. 33 participants agreed that their parents have my teachers' contacts, making 19.0 percent and 33 participants strongly agreed that their parents have my teachers' contacts, making 19.0 percent. these make up 100 percent participation on the study.

Table 32: My parents speak with my teachers even via emails and facebook

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	81	46.6	46.6	46.6
	Disagree	54	31.0	31.0	77.6
	Neutral	13	7.5	7.5	85.1
	Agree	19	10.9	10.9	96.0
	Strongly Agree	7	4.0	4.0	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 32 on the item that My parents speak with my teachers even via emails and facebook, 53 participants strongly disagreed that their parents speak with my teachers even via emails and facebook, making a percentage of 46.6. 54 participants disagreed that their parents speak with my teachers even via emails and facebook, making 31.0 percent. 13 participants were neutral on the fact that that their parents speak with my teachers even via emails and facebook, making 7.5 percent. 19 participants agreed that their parents speak with my teachers even via emails and facebook, making 10.9 percent and 7 participants strongly agreed that their parents speak with my teachers even via emails and facebook, making 4.0 percent. these make up 100 percent participation on the study.

Table 33: My parents usually meet with my teachers at home and talk about my education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	81	46.6	46.6	46.6
	Disagree	58	33.3	33.3	79.9
	Neutral	17	9.8	9.8	89.7
	Agree	10	5.7	5.7	95.4
	Strongly Agree	8	4.6	4.6	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 33 on the item that My parents usually meet with my teachers at home and talk about my education, 53 participants strongly disagreed that their parents usually meet with my teachers at home and talk about my education, making a percentage of 46.6. 58 participants disagreed that their parents usually meet with my teachers at home and talk about my education, making 33.3 percent. 17 participants were neutral on the fact that that their parents usually meet with my teachers at home and talk about my education, making 9.8 percent. 10 participants agreed that their parents usually meet with my teachers at home and talk about my education, making 5.7 percent and 8 participants strongly agreed that their parents usually meet with my teachers at home and talk about my education, making 4.6 percent. these make up 100 percent participation on the study.

Table 34: My teacher usually call my parents to discuss my welfare in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	82	47.1	47.1	47.1
	Disagree	53	30.5	30.5	77.6
	Neutral	9	5.2	5.2	82.8
	Agree	22	12.6	12.6	95.4
	Strongly Agree	8	4.6	4.6	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 34 on the item that My teacher usually calls my parents to discuss my welfare in school, 82 participants strongly disagreed that their teacher usually call my parents to discuss my welfare in school, making a percentage of 47.1. 53 participants disagreed that their teacher usually call my parents to discuss my welfare in school, making 30.5 percent. 9 participants were neutral on the fact that that their teacher usually call my parents to discuss my welfare in school, making 5.2 percent. 22 participants agreed that their teacher usually call my parents to discuss my welfare in school, making 5.2 percent and 22 participants strongly agreed that their teacher usually call my parents to discuss my welfare in school, making 4.6 percent. these make up 100 percent participation on the study.

Table 35: My parents always ask my teachers advise before buying my books

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	71	40.8	40.8	40.8
	Disagree	46	26.4	26.4	67.2
	Neutral	21	12.1	12.1	79.3
	Agree	28	16.1	16.1	95.4
	Strongly Agree	8	4.6	4.6	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 35 on the item that my parents always ask my teachers advise before buying my books, 71 participants strongly disagreed that their parents always ask my teachers advise before buying my books, making a percentage of 40.8. 46 participants disagreed that their parents always ask my teachers advise before buying my books, making 26.4 percent. 21 participants were neutral on the fact that that their parents always ask my teachers advise before buying my books, making 16.1 percent. 28 participants agreed that their teacher usually call their parents to discuss their welfare in school, making 16.1 percent and 8 participants strongly agreed

that their teacher usually call their parents to discuss their welfare in school, making 4.6 percent. these make up 100 percent participation on the study.

Table 36: My parents usually meet with my teachers in meetings during PTA meetings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	49	28.2	28.2	28.2
	Disagree	43	24.7	24.7	52.9
	Neutral	24	13.8	13.8	66.7
	Agree	41	23.6	23.6	90.2
	Strongly Agree	17	9.8	9.8	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 36 on the item My parents usually meet with my teachers in meetings during PTA meetings, 49 participants strongly disagreed that their parents usually meet with my teachers in meetings during PTA meetings, making a percentage of 28.2. 43 participants disagreed that their parents usually meet with my teachers in meetings during PTA meetings, making 24.7 percent. 24 participants were neutral on the fact that that their parents usually meet with my teachers in meetings during PTA meetings, making 13.8 percent. 41 participants agreed that their teacher usually call their parents usually meet with my teachers in meetings during PTA meetings, making 23.6 percent and 17 participants strongly agreed that their parents usually meet with my teachers in meetings during PTA meetings, making 9.8 percent. these make up 100 percent participation on the study.

4.1.3. Analysis of the Dependent Variable

Table 37: I become more engaged in school due to my parents' level of education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	9.2	9.2	9.2
	Disagree	32	18.4	18.4	27.6
	Neutral	25	14.4	14.4	42.0
	Agree	55	31.6	31.6	73.6
	Strongly Agree	46	26.4	26.4	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 37 on the item that I become more engaged in school due to my parents' level of education, 16 participants strongly disagreed that they become more engaged in school due to my parents' level of education, making a percentage of 9.2. 32 participants disagreed that they become more engaged in school due to my parents' level of education, making 18.4 percent. 25 participants were neutral on the fact that that they become more engaged in school due to my parents' level of education, making 14.4 percent. 55 participants agreed that they become more engaged in school due to my parents' level of education, making 31.6 percent and 17 participants strongly agreed that they become more engaged in school due to my parents' level of education, making 26.4 percent. these make up 100 percent participation on the study.

Table 38: My parents volunteer in my school makes me to focus more on my academic work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	9.2	9.2	9.2
	Disagree	33	19.0	19.0	28.2
	Neutral	35	20.1	20.1	48.3
	Agree	52	29.9	29.9	78.2
	Strongly Agree	38	21.8	21.8	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 38 on the item that My parents volunteer in my school makes me to focus more on my academic work, 16 participants strongly disagreed that their parents volunteer in my school makes me to focus more on my academic work, making a percentage of 9.2. 33 participants disagreed that their parents volunteer in my school makes me to focus more on my academic work, making 19.0 percent. 35 participants were neutral on the fact that that their parents volunteer in my school makes me to focus more on my academic work, making 20.1 percent. 52 participants agreed that their parents volunteer in my school makes me to focus more on my academic work, making 29.9 percent and 38 participants strongly agreed that their parents volunteer in my school makes me to focus more on my academic work, making 21.8 percent. these make up 100 percent participation on the study.

Table 39: I become very engaged when I know my parents are communicating with my teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	46	26.4	26.4	26.4
	Disagree	47	27.0	27.0	53.4
	Neutral	27	15.5	15.5	69.0
	Agree	36	20.7	20.7	89.7
	Strongly Agree	18	10.3	10.3	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 39 on the item that I become very engaged when I know my parents are communicating with my teacher, 46 participants strongly disagreed that they become very engaged when I know my parents are communicating with my teacher, making a percentage of 26.4. 46 participants disagreed that they become very engaged when I know my parents are communicating with my teacher, making 27.0 percent. 27 participants were neutral on the fact that they become very engaged when I know my parents are communicating with my teacher, making 15.5 percent. 36 participants agreed that they become very engaged when I know my parents are communicating with my teacher, making 20.7 percent and 18 participants strongly agreed that they become very engaged when I know my parents are communicating with my teacher, making 10.3 percent. these make up 100 percent participation on the study.

Table 40: I become more engage when my home environment supports learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	5.7	5.7	5.7
	Disagree	9	5.2	5.2	10.9
	Neutral	28	16.1	16.1	27.0
	Agree	62	35.6	35.6	62.6
	Strongly Agree	65	37.4	37.4	100.0
	Total	174	100.0	100.0	

Source: field data (2022)

According to table 40 on the item that I become more engage when my home environment supports learning, 10 participants strongly disagreed that they become more engage when my home environment supports learning, making a percentage of 5.7. 9 participants disagreed that they become more engage when my home environment supports learning, making 5.2 percent. 28

participants were neutral on the fact that they become more engaged when my home environment supports learning, making 16.1 percent. 62 participants agreed that they become more engaged when my home environment supports learning, making 35.6 percent and 65 participants strongly agreed that they become more engaged when my home environment supports learning, making 37.4 percent. these make up 100 percent participation on the study.

Table 41: Presentation of interview results

S/N	VARIABLES	ITEMS	INTERVIEWEE RESPONSES
1	Independent variable	<p>In your opinion, how does parents level of education influence students' academic engagement?</p> <ul style="list-style-type: none"> - Highly educated parents - Illiterate parents - Academic dropout parents 	<p>Parent A: thank you for this question. I think this is pertinent. I think that parent's education has a very big role to play in getting their children engage more in school. You see parents like teachers, lecturers, they children mostly succeed and better than them. As for illiterate parents the case is different, they just pay the fees and nothing else. Most often their children dropout from school. That's my take</p> <p>Parents B: hmm, this question is somehow, but its important. You see children like that have this tendency of imitating and trying to become even better, so you see that children whose parents are educated want to be more than them, by so doing become very engage in academic work. But for uneducated parents, the children are hardly inspired by them especially those that are also poor. However, as parents that I am I cannot tell my child's vision about school. Sometimes they have bad influence in schools.</p> <p>Parents C: you see, according to me, parents level of education is very important. Just that fact that a child's father can read, write and speak good English, they child knows that the parents will understand all secretes. If a parent can read a child's report card and even discuss some lessons with the child, it give that child an urge over others students, so it very clear.</p>

1. In your opinion, in which ways does parents volunteering in school influence students' academic engagement?

- In school meetings
- As security in school
- As teachers in school

Parents A: hmmm. As for volunteerism, which I have never done, sorry to say, I know that parents can volunteer as classroom teachers, security man, discipline maters. But it not common in this part of the country. We parent we attend meetings, sometimes one could volunteer to do something there and it ends, but volunteering in a school bring you classer to the school and gives you the chance to know your child in school better. Once you are around, your child does not play anyhow.

Parents B: oh yes yes, I am a volunteer secretary for PTA in my children's school. The secretary travelled out. The truth is that my duty as secretary has drawn me closer to that school such that all the teacher and mostly all the students know me and know my children. So my children know that I can come around anytime, sincerely I have seen that they no longer joke with classes and their performances have really improved, so it very helpful.

Parents C: indeed, I think that every step that parents take in school, where their children attend class can always become more serious. When parents volunteer as teachers or any other thing in school, the children get serious because in anything they will be reported to their father. So I can say it helps very well .

2. In your opinion, how does parents communication with teacher's influence

Parent A: thank you again for this question, for this question, I have experience in that. I have my children's teachers phone numbers and I constantly communicate with them, especially those at the basic. I always call my children's teachers to find out if they are

student's academic engagement? constantly in class and engaged in studying. This of course has made my children to know that I follow them up and they don't joke with academic engagement.

- Face to face with teachers
- On phone with teachers
- During meetings with teachers

Parents B: In my opinion, ok. Parents communication with teachers is good and at the same time bad. I use to communicate face to face with my children's teachers most especially the junior ones. But these days I sometimes call since I'm not always available to go there. When they tell me how my children are behaving in school it gives me the opportunity to see how to encourage them. This has been a strong force behind my children's work and performance in school.

Parents C: thank you Mr researcher, parents are supposed to be in constant communication with their children's teachers. Education now our days is no longer solely the teacher's affair, but both parents and teacher contribute greatly to it. All the means of communication matter are valid and useful, either through phone call, face to face or during meetings. But during meetings it too general but if you want to understand your child well, take face to face with his or her teacher.

In your opinion, in which ways does the home environment influence learners academic engagement?

- Reading space

Parents A: thank you for this question sir. The environment is very influential in a student's life. The school and home environment. The home environment effects the students. like you said, students learning space, learning space is very important, if the student does not have a reading table, a calm atmosphere to study, a good lighting system at home, then reading at home and doing assignments become very difficult.

- Reading room and table Such students usually fail, always punished as they hardly work at home. so it can influence his academic engagement.

Calmness

Parents B: good morning once more, the question is important especially with the present context. The compounds where students live can influence them greatly. Some house do not have reading space, making learners to read on bed, and sleep off quickly. Some students live in one room house and without a reading table. these make up part of the difficulties they have in getting engage in academic issues. But for those students whose parents are rich and conscious, they provide quiet reading space and tables even with internet connection. Of course the result is always different. So we can say the environment important factor to be considered.

Parents C: hmmm, well in my view, where a student's lives and studies mean a lot in his or her progress in school. The environment effects everything even education. When parents have students they fail to make provision for them to learn easily well in this 21st century, it possesses a big problem. Come to look at it, if you compare a child who lives in a one room house with their parents, they do not have where to study and somethings do not study at all.

Moreover, the environment is not limted tp the home oh, the streets, the school campus and even the persons the noisiness of environment have negative influence over the students.

4.2. Verification of Research Hypotheses.

4.2.1. Research hypothesis 1

HR1: Parents level of education have a significant impact on Learners' academic engagement

Ha: There is a strong correlation between Parents level of education and Learners' academic engagement

Ho: There is a weak correlation between Parents level of education and Learners' academic engagement

Table 42: Correlations between Parents level of education and Learners' academic engagement

		Parents level of education	Learners' academic engagement
Spearman's rho	Parents level of education	Correlation Coefficient	1.000
		Sig. (2-tailed)	0.218**
		N	174
	Learners' academic engagement	Correlation Coefficient	0.218**
		Sig. (2-tailed)	0.004
		N	174

Source: field data (2022)

The correlation on table 42 shows the spearman's correlation value $r = 0.218$, which indicates a low correlation between Parents level of education and Learners' academic engagement. This is equally based on the fact that the level of significance is 0.004 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.218$, $P = 0.004 \leq 0.05$. The correlation falls within the range of a strong correlation since it is low and moves towards 1. This permits us to confirm Ha: There is a strong correlation between Parents level of education and learners' academic engagement, while Ho is rejected. Thus, at an error margin of 5%, HR1 is confirmed. Therefore, the unsatisfying Learners' academic engagement event observed is strongly blamed on Parents level of education.

4.2.2. Research hypothesis 2

HR2: There is a significant relationship between Home environment and Learners' academic engagement

Ha: There is a strong correlation between Home environment and Learners' academic engagement

Ho: There is a weak correlation between Home environment and Learners' academic engagement

Table 43: Correlations between Home environment and Learners' academic engagement

		Home environment	Learners' academic engagement
Spearman's rho	Home environment	Correlation Coefficient	1.000
		Sig. (2-tailed)	0.228**
		N	174
	Learners' academic engagement	Correlation Coefficient	0.228**
		Sig. (2-tailed)	1.000
		N	174

Source: field data (2022)

The correlation table 43 shows the spearman's correlation value $r = 0.0.228$, which indicates a low correlation between Home environment and Learners' academic engagement. This is equally based on the fact that the level of significance is 0.003 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.228, P = 0.003 \leq 0,05$. The correlation falls within the range of a strong correlation since it's low and moves towards 1. This permits us to confirm Ha: There is a strong correlation between Home environment and Learners' academic engagement, while Ho is rejected. Thus, at an error margin of 5%, HR2 is confirmed. Therefore, the disturbing Learners' academic engagement event observed is statistically related to the way Home environment was experienced.

Research hypothesis 3

HR3: There is a significant relationship between Voluntary work at school and Learners' academic engagement

Ha: There is a strong correlation between Voluntary work at school and Learners' academic engagement

H0: There is a weak correlation between Voluntary work at school and Learners' academic engagement

Table 44: Correlations between Voluntary work at school and Learners' academic engagement

		Voluntary work at school		Learners' academic engagement	
Spearman's rho	Voluntary work at school	Correlation Coefficient	1.000	0.387**	
		Sig. (2-tailed)		0.000	
		n	174	174	
	Learners' academic engagement	Correlation Coefficient	0.387**	1.000	
		Sig. (2-tailed)	0.000		
		n	174	174	

Source: field data (2022)

The correlation table 44 shows the spearman's correlation value $r = 0.387$, which indicates a low correlation between Voluntary work at school and Learners' academic engagement. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.387$, $P = 0.000 \leq 0,05$. The correlation falls within the range of a strong correlation since it is low and moves towards 1. This permits us to confirm Ha: There is a strong correlation between Voluntary work at school and Learners' academic engagement, while Ho is rejected. Thus, at an error margin of 5%, HR3 is confirmed. Therefore, the manner in which Voluntary work at school was handled highly predicts Learners' academic engagement worries observed.

4.2.3. Research hypothesis 4

HR3: There is a significant relationship between communication with teachers and Learners' academic engagement

Ha: There is a strong correlation between communication with teachers and Learners' academic engagement

H0: There is a weak correlation between communication with teachers and Learners' academic engagement

Table 45: Correlations between communication with teachers and Learners' academic engagement

			Communication with teachers	Learners' academic engagement
Spearman's rho	Communication with teachers	Correlation Coefficient	1.000	0.259**
		Sig. (2-tailed)		0.001
		n	174	174
	Learners' academic engagement	Correlation Coefficient	0.259**	1.000
		Sig. (2-tailed)	0.001	
		N	174	174

Source: field data (2022)

The correlation table 45 shows the spearman's correlation value $r = 0.259$, which indicates a low correlation between communication with teachers and Learners' academic engagement. This is equally based on the fact that the level of significance is 0.001 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.259$, $P = 0.001 \leq 0.05$. The correlation falls within the range of a strong correlation since its low and moves towards 1. This permits us to confirm Ha: There is a strong correlation between communication with teachers and Learners' academic engagement, while Ho is rejected. Thus, at an error margin of 5%, HR3 is confirmed. Therefore, the manner in which communication with teachers is highly predicts Learners' academic engagement worries observed.

Table 46: Recapitulation of results.

Hypotheses	Alpha	Degree of significance	Correlation coefficient	Decision
RH ₁	0.05	0.00	0.218**	H _a retained and H _o rejected
RH ₂		0.006	0.228**	H _a retained and H _o rejected
RH ₃		0.00	0.387**	H _a retained and H _o rejected
RH ₄		0.001	0.259	H _a retained and H _o rejected

Source: field data (2022)

Conclusively, since all four specific research hypotheses have been confirmed, this confirms the main research hypothesis and the study as well. Therefore, the disturbing Learners' academic engagement situation is strongly blamed on the parental involvement in Some secondary schools in Yaoundé VI.

Conclusion

The fourth chapter of this study presents the results and the analysis. It is organised in three parts. The presentation of demographic information, analysis on the variables, presentation of interview results, and the presentation hypothesis results. These give the way forward into chapter five.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

Introduction

This section is based on the description of each hypothesis based on findings which is backed by the views of other authors with respect to the relevant theories and the researcher's perception. The findings shall gain grounds based on results from research instruments.

5.1. Discussion of findings and conclusions

5.1.1. Personal information

According to the results presented, it was discovered that there were more female than male student's participants in the schools used. There were 83 males, and 91 were female. Looking at the large gap between the male and female participants, when we asked from the school principals, they explained that in their schools they always have more females than male. And looking at the reality of life in Cameroon, there are visibly more women than men in our communities. However, the representation did not have any effects on the results since we were not focus on the gender.

Moreover, on the level of education, 72 were in upper sixth, and 27 were in lower sixth students, and 75 were in form five student. Visibly, form five is more populated, when we verify from the principals, we were told that the lower classes are populated and reduce as students go higher in education because some fail, others dropout.

Furthermore, for the schools who participated, we discovered that 106 were from Lycee Etoug-ebe, 40 were from lycee mendong, and 28 were from Byamassi. The differences in the representation could be because of the population of the schools, willingness to participate and accessibility. Lycee Etoug-ebe is visible with the higher number of participants due to the fact that all their students were available and willing to participate, while other schools were busy with one academic activity or the other and only a few showed interest.

And looking at the nationality, all the participants except one were Cameroonians. The lone participant who was a Ghanaian could not influence the results otherwise.

5.2. Discussion of results according to objectives of the study

Research objective one: To examine the influence of parent's level of education on learner's academic engagement in some secondary schools in Yaoundé VI sub- division

5.2.1. Research hypothesis one

Ha: There is a strong correlation between Parents level of education and Learners' academic engagement

Ho: There is no correlation between Parents level of education and Learners' academic engagement.

Drawing from the results that are presented on the correlation table 32, we see that the spearman's correlation value $r = 0.218$, which indicates a low correlation between Parents level of education and Learners' academic engagement. This is equally based on the fact that the level of significance is 0.004 which is largely less than 0.05, (α) which is the standard error margin: $r = 0.218$, $P = 0.004 \leq 0,05$. The correlation falls within the range of a strong correlation since it is low and moves towards 1. This permits us to confirm Ha: There is a strong correlation between Parents level of education and learners' academic engagement, while Ho is rejected. Thus, at an error margin of 5%, HR1 is confirmed. We Therefore confirm that, the unsatisfying Learners' academic engagement event observed is strongly blamed on Parents level of education.

This results is positive and is not different from the results gotten from earlier researcher. A case in point is the study of Omollo et al. (2017), the results from Omillo's study indicated that the finding of the study indicate that a majority of the parents had a low academic level since most of them were KCSE certificate holders and hence are not capable enough to guide their children on academic matters leading to poor academic achievement. this shows that the two results are related and have confirmed the relationship between parent's level of education and students' academic engagement. Moreover, Khan (2015) also proves the worthiness of this results in another study. According to him there exist significant positive relationship between parent's education level and academic achievements of students. These results from earlier research walk in collaboration with the results of this study.

This is strengthened by the literature where in the academic background of the parent's is such a motivating factor for a child and influences his/her future. According to Davis-Kean, (2005) Parental educational level is an important predictor of children's educational and behavioral

outcomes. In fact, research suggests that parental education is indeed an important and significant unique predictor of child achievement. Rain, L, William, K, (2011), children of well educated parents perform, on average, perform better on academic assessment tests than children of high school-educated parents. They add that the educational attainment of the parents' is independent of income because the level of education may influence the value that parents place on education, which could, in turn, influence their children's educational goals.

The theory that explain the process her is the engagement theory. The Engagement Theory is a framework for technology-based teaching and learning (Kearsley & Schneiderman, 1999). Its fundamental underlying idea is that students must be meaningfully engaged in learning activities through interaction with others and worthwhile tasks. The students engage with their parents; of course educated parents can also increase their level of academic engagement in school. Some parents are very encouraging.

However, we still have students whose parents are not educated suffering in school because their parents have nothing academically to contribute to their studies. Therefore, most recurring low academic engagement among students in schools in Yaoundé V is blamed on parents' low level of education.

Research objective two: To analyse the influence of home environment on learner's academic engagement in some secondary schools in Yaoundé VI sub- division

5.2.2. Research hypothesis 2

Ha: There is a significant relationship between Home environment and Learners' academic engagement

H0: There is no correlation between Home environment and Learners' academic engagement

Ho: There is a weak correlation between Home environment and Learners' academic engagement

Judging from hypothesis 2, the correlation table 33 shows the spearman's correlation value $r = 0.0.228$, which indicates a low correlation between Home environment and Learners' academic engagement. This is equally based on the fact that the level of significance is 0.003 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.228$, $P = 0.003 \leq 0,05$. The correlation falls within the range of a strong correlation since it's low and moves towards 1. This permits us to confirm Ha: There is a strong correlation between Home environment and Learners' academic engagement, while Ho is rejected. Thus, at an error margin of 5%, HR2 is confirmed.

Therefore, we confirm that the disturbing Learners' academic engagement event observed is statistically related to the way Home environment was experienced.

The fact that home environment influence students' academic engagement as proven in this study is not unique in the literature of this study area. Other earlier researchers have conducted studies whose results are closely related to this. Inspired by study conducted by Khan (2019) whose results hold that a substantial majority of respondents are lacking separate study rooms at their homes, have a very low interactional opportunity at home in home related matters, closely link or connected to our present results. Again Khan and Barker (2020) also demonstrate in another study that a weak positive correlation between home environment and student's academic achievement, in the same light, Hugo (2012) confirms our results in his own study as he states that both the environment and parent in the home are children first teacher. As a child moves from infant to toddler and then to a preschooler, he learns how to listen, speak, read and write which latter develop the child to achieve academically. The influence of parents and their environment on children school achievement is well documented in numerous studies.

From the results, we see that student's poor performers are blamed on most environments. Most of our student's study in noisy classrooms, many do not even have time or space to study at home, and some do not even have a study table. these makes it difficult for them to study. the environment has very strong influence over the teaching learning process. the environment here is more of the surroundings, the calmness, the infrastructure, the discipline and the way the leaders handle it. Such adverse environments include but not limited to noisy streets cars, market places, non-collaborative environment, fighting, assault, theft, the nature of classroom and home conditions like love, reading time, rest and family love.

5.2.3. Research hypothesis 3

HR3: There is a significant relationship between Voluntary work at school and Learners' academic engagement

Ha: There is no correlation between Voluntary work at school and Learners' academic engagement.

Judging from the results that holds that the correlation table above 34 shows the spearman's correlation value $r = 0.387$, which indicates a low correlation between Voluntary work at school and Learners' academic engagement. This is equally based on the fact that the level of significance

is 0.000 which is largely less than 0.05, (α) which is the standard error margin: $r = 0.387$, $P = 0.000 \leq 0,05$. The correlation falls within the range of a strong correlation since it is low and moves towards 1. This permits us to confirm H_a : There is a strong correlation between Voluntary work at school and Learners' academic engagement, while H_o is rejected. Thus, at an error margin of 5%, $HR3$ is confirmed. Therefore, the manner in which Voluntary work at school was handled highly predicts Learners' academic engagement worries observed.

The results of this study comes into this field to fit in and accompany the results gotten by earlier researchers in the field. A case in point is the study conducted by Ngirande and Mutodi in (2014). The main findings of their study were that all the parents who responded are highly involved with their children's education. They have high expectations towards their children's education and performance. Three parental involvement constructs, that is, parenting, parent – teacher communication and home and family support were found to be positively related to performance. Results further indicate that home and family support is the most significant factor that determines a learner's performance. Most of the parents consider themselves to have a good communication with their child's teachers and the school.

Considering the reality on the results of this study, we therefore conclude that the lack of academic engagement in students in Cameroon secondary schools is blamed on the lack of parents' volunteerism in schools. Very few parents get to volunteer in their children schools. This largely keep the parents in the dark about the developments in the children's schools. This means that if parents were more available and volunteering and rendering service to their children's schools, it would have brought them closer to the system and of course the daily operations and activities of their children on campus. This lack of free service to schools creates a gap between the parents, the school and the students on the other side. Had it been the parents were more available, there would have had a triangular collaboration between the three stakeholders (parent-students and teachers) that would have given a force to students to be more engaged in their academic work.

5.2.4. Research hypothesis 4

HR3: There is a significant relationship between communication with teachers and Learners' academic engagement

Ha: There is a strong correlation between communication with teachers and Learners' academic engagement

H0: There is a weak correlation between communication with teachers and Learners' academic engagement

The correlation table above shows the spearman's correlation value $r = 0.259$, which indicates a low correlation between communication with teachers and Learners' academic engagement. This is equally based on the fact that the level of significance is 0.001 which is largely less than 0.05, (α) which is the standard error margin: $r = 0.259$, $P = 0.001 \leq 0,05$. The correlation falls within the range of a strong correlation since its low and moves towards 1. This permits us to confirm H_a : There is a strong correlation between communication with teachers and Learners' academic engagement, while H_0 is rejected. Thus, at an error margin of 5%, H_3 is confirmed. Therefore, the manner in which communication with teachers is highly predicts Learners' academic engagement worries observed.

This study and the results is not the only in this area. Visibly, we have different earlier researchers who have shown interest in this domain and incidentally their results are closely the same like those of this study. Many of such researcher's works have been reviewed like, the study conducted by McNeal in 2014. In the light of this study, Jeynes, (2007) explains that, parents and teachers are most influential from early period of schooling in child life. Parents normally start to possess education and teachers extend it. He emphasizes the importance of home cooperated with school and establish good financial relationship with teachers.

According to McNeal, previous research shows inconsistent relationships between parent involvement via communication with the teachers and academic achievement. Findings confirm that parent-child and parent-school involvement practices differentially influence student attitudes and behaviors, thereby indirectly affecting student achievement – to varying degrees, moreover, Ngirande and Mutodi in 2014 in their study ascertain how parental involvement through effective communication with teachers at school in South African affects the academic performance of students in mathematics. The main findings are that all the parents who responded are highly involved with their children's education. They have high expectations towards their children's education and performance. Three parental involvement constructs, that is, parenting, parent – teacher communication and home and family support were found to be positively related to performance. Results further indicate that home and family support is the most significant factor that determines a learner's performance. Most of the parents consider themselves to have a good

communication with their child's teachers and the school. Children's homework is considered to be important by each parent and they all assist their children with homework. Thus, it may be concluded that by staying involved with their children's education, parents do impact positively on the academic achievement of the students.

Haven seen the results of this study, concretized by those from other researchers, we therefore finalize that the high lack of academic engagement among students in Cameroon schools is blamed on lack of parent's communication with teachers. This means that if teachers and parents were constantly communicating especially on the wellbeing of the learners, the parents and he teachers would have jointly participate in improving the child's love academic work. Because parents and teachers are not communicating, many students lost academic engagement, such students turn to perform poorly, fail, repeat, and may finally dropout from school. This becomes very disastrous to the community as illiteracy rate increases in the society.

5.3. Recommendations

To MINESEC

Based on the objectives of this study, were therefore recommend that the ministry of secondary education should strengthen the relationship between the schools and the parents. They can increase their collaborative relationship through the PTA association and other school events. The MINESEC could as well encourage volunteered parents by giving them some motivation to serve in schools in one way or the other.

Parents

To the parents, we recommend that they should create time and become more intension in following up their children's education. They could get connected to the teachers and constantly call on phone or call around to check their well-being in school. The parents are also recommended to volunteer in their children's schools so as to master all the processes in school.

To Students

The students are recommended to continuously stay focused and engaged in their academic work because their parents could be following the up. The students are also recommended to constantly collaborate with their parents especially the educated ones.

Community

It is recommended to the communities to consciously connect with the schools and participate in the running of the schools in one way or the other. Today, schools are strictly a reflection of the society, so the community should join has in all the processes in schools.

5.4. Suggestions for further studies

Based on the validity of the hypothesis, suggest that another study could be conducted to find out The Influence of Parental Involvement on Learner's Academic Engagement in Cameroon state universities

Another research could be conducted in the same light but with focus on higher education

CONCLUSION

On this study, parental involvement is examined by most researchers in two main views: Home-based involvement which is understood as what parents do at home to promote their children's learning. According to Boonk et al. (2018), involvement at home included parents' communication with their child on school issues and other types of home involvement such as monitoring school progress, guidance in learning activities at home or helping with homework. Multiple researchers also considered parental expectations for their child's academic achievement as a form of involvement. Moreover, School-based involvement is basically viewed from the standpoint of activities and behaviors parents engage in at school, such as attending parent-teacher conferences and attending school events. Common operational interpretation of school-based involvement in previous studies also include participation in school activities such as volunteering in the classroom, going on class trips, and participation in school functions. When considering the link between parental involvement and academic achievement, the distinction between home-based and school-based dimensions is important.

REFERENCES

- Alexander, K. L., Entwisle, D. R., & Bedinger, S. D. (1994). When expectations work: Race and socioeconomic differences in school performance. *Social Psychology Quarterly*, 57(4), 283–299. <http://www.jstor.org/stable/2787156>
- Ahmad, K. & Naeema, B. (2013). Influence of socioeconomic and educational background of parents on their children' education in Nigeria. *International journal of scientific and research publications*, volume 3
- Amollo, O., & Ngure, W. (2017). Influence of Parents Education Level on Academic Achievement of Unity Preschool Children in Embakasi, Nairobi County International Journal of Social. Science and Humanities Research Vol. 5, Issue 2, pp: (32-36), ISSN 2348-3 164.
- Adler, R. B., & Rodman, G. (1994). *Understanding human communication*. Orlando, FL: Harcourt Brace College Publishers
- Boonk, L., Gijselaers, H. J. M., Ritzen, H., Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research*. <http://dx.doi.org/10.1016/j.edurev.2018.02.001>
- Bragado, N., & Ipapo, F. S., (2021). The Role of Parents in Monitoring Students Academic Performance in the New Learning Modality of their Children. *International Journal of Academic Multidisciplinary Research (IJAMR)*. ISSN: 2643-9670
- Cabrera, A. F., Peralta, A. M., & Kurban, E. R. (2018). The invisible 1%: A comparison of attaining stepping stones toward college between military and civilian children. *Journal of Higher Education*, 89 (2), 208–235. <https://doi.org/10.1080/00221546.2017.1368816>
- Clark, H. & Goyder, E. (2007). How do Parents' Child-Feeding Behaviours Influence Child? *Journal of Public Health*. 3 (1); 21-24.
- Comer, J. P. (1995). *School power: Implications of an intervention project*. New York: Free Press.
- Connell, J. & Wellborn, J. (1991). Competence, autonomy, and relatedness: A motivational analysis of self-system processes. *Self-processes and development*, 23, 43–77.

- Codjoe, H. M. (2007). The Importance of Home Environment and Parental Encouragement in The Academic Achievement of AfricanCanadian Youth. *Canadian Journal of Education*. 30 (1); 137-156.
- Davis-Kean (2005). The influence of parent education and family income on child achievement: The indirect role of parental expectations and the home environment. *Journal of Family Psychology*. 2005; 19:294– 304.
- Dharmayana, I.W., Kumara, A., Masrun., & Wirawan, Y.G. (2012) Keterlibatan Siswa (Student Engagement) sebagai Mediator Kompetensi Emosi dan Prestasi Akademik. *Jurnal Psikologi*. Volume 39, No. 1, Juni 2012: 76 – 94.
- Dubow, E. F., Boxer, P., & Huesmann, L. R. (2009). Long-term effects of parents' education on children's educational and occupational success. *Merrill-Palmer Quarterly*, 55(3), 224–249. <https://doi.org/10.1353/mpq.0.0030>.
- Davis-Kean, P. E. (2005). The influence of parent education and family income on child achievement: The indirect role of parental expectations and the home environment. *Journal of Family Psychology*, 19(2), 294–304. <https://doi.org/10.1037/0893-3200.19.2.294>
- Gibbs, R., & Poskitt, J. (2010). *Student engagement in the middle years of schooling (years 7- 10): A literature review*. Report. Ministry of Education New Zealand.
- Epstein, J.L. (1991) *Paths to partnership: What can we learn from federal, state, district, school Initiatives*. *Phi Delta Kappan*, 72, 344-349.
- El Nokali, N. E., Bachman, H. J., & Votruba-Drzal, E. (2010). *Parent involvement and children's academic and social development in elementary school*. *Child Development*, 81(3), 988–1005.
- Egunsola A.O.E (20014). Influence of Home Environment on Academic Performance of Secondary School Students in Agricultural Science in Adamawa State, Nigeria.; IOSR. *Journal of Research & Method in Education*, 2320-737X. Volume 4, Issue 4 Ver. II, PP 46-53.
- Ekber, T. & Gokhan, P. (2013). The effects of socioeconomic characteristics of students on their

- academic achievement in high education. *American journal of educational research*, volume1, issue10.
- Frome, P. M., & Eccles, J. S. (1998). Parents' influence on children's achievement related perceptions. *Journal of Personality and Social Psychology*, 74(2), 435–452. <https://doi.org/10.1037/0022-3514.74.2.435>
- Faunt, M., B. (2005). *Women's Life and Greece and Rome: A source Book in Translation*. Baltimore: John Hopkins University Press.
- Fowler, R., (2006). "The Women of Sparta." *Athletic, Educated, and Outspoken Radicals of the Greek World* 32, no. 3.
- Fredricks, J.A., Blumenfeld, P.C., & Paris, A.H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59-109.
- Fredricks, J.A., Blumenfeld, P.C., & Paris, A.H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59-109.
- Feinstein, L., & Sabates, R.(2006). Does education have an impact on mothers' educational attitudes and behaviours? *Wider Benefits of Learning Research*,16,1-34.
- Gadsden, M. (2003). Interaction among Child Care, Maternal Education and Family Care. *Journal of Academic Research in Business and Social Sciences*, Vol, 2, No. 1.
- Grolnick, W. S., & Slowiaczek, M. L. (1994). *Parents' involvement in children's schooling: A multidimensional conceptualization and motivational model*. *Child Development*, 65, 237-252. doi:10.1111/1467-8624.ep9406130692.
- Guryan, J., Hurst, E., & Kearney, M. (2008). Parental education and parental time with children. *Journal of Economic Perspectives*, 22(3), 23–46. <https://doi.org/10.1257/jep.22.3.23>
- Hoover-Dempsey, K.V., Green, C.G., & Whitaker, M.W. (2010). Motivation and commitment to partnerships for families and schools. In S. L. Christenson & A. L. Reschly (Eds.), *Handbook of School-Family Partnerships* (pp. 30-60) New York: Routledge/Taylor and Francis Group.

- Hussain, S. (2013). The Impact of Peer Groups On the Academic Achievements of Secondary School Students. *Journal of American Science* 9(11). <http://www.jofamericanscience.org>.
- Hugo, V. (2012). *Analysis of Impact from Environmental Factors Evaluated by ICF in Individuals Post-CVA*. João Pessoa, PB, Brazil: Universidad Federal da Paraíba (UFPB).
- Kalil, A., Ryan, R., & Corey, M. (2012). Diverging destinies: Maternal education and the developmental gradient in time with children. *Demography*, 49(4), 1361– 1383. <https://doi.org/10.1007/s13524-012-0129-5>
- Jeynes, W. H. (2007). *The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis*. *Urban Education*, 42, pp. 82–110.
- Kan, Ukan. (2015). The Influence of Parents' Educational Background And Study Facilities On academic Performance Among Secondary School Students.
- Kamuti, J. M. (2015). Influence of Home Environment on Academic Performance of Students in Public Secondary Schools in Kitui West Sub Country, Kitui Country, Easten Kenya University.
- Kean, P.E.D. (2005). The influence of parent education and family income on child achievement: The indirect role of parental expectations and thehome environment. *Journal of Family Psychology*, 19(2), 294-674
- Kassim, A., Kehinde, M., & Abisola, L. (2011). Parents' education, occupation and real mother's age as predictors of students' achievement in Mathematics in some selected secondary schools in Ogun State, Nigeria. *International Journal of African Studies*, 145(4),50-60.
- Ms Bushra Iqbal Chohan and Rehana Masrur Khan Hhan, M., & Chohan, I., (2010). Impact of Parental Support on the Academic Performance and Self-Concept of the Student. *Journal of Research and Reflections in Education*. Vol.4, No.1, pp 14 -26 <http://www.ue.edu.pk/jrre>
- Khan, R. M., (2015). The influence of Parents Educational level on Secondary School Students Academic achievements in District Rajanpur. *Journal of Education and Practice*. www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.6, No.16, 2015 76

- LaRocque, M., Kleiman, I., & Darling, S. M. (2011). *Parental involvement: The missing link in school achievement, Preventing School Failure: Alternative Education for Children and Youth*, 55, 115-122, DOI: 10.1080/10459880903472876.
- Lareau, A. (2002). Invisible inequality: Social class and childrearing in Black families. and White families. *American Sociological Review*, 67(5), 747–776
- Mapigano, R. (2018). *The Effects of Home Learning Environment on Academic Achievement Among Primary School Children in Mbeya City, Tanzania*
- Maukar, A. (2015). *Parental Involvement and its Effects on Students' Academic Performance in Public Secondary Schools in Korogwe, Tanzania*. Published dissertation.
- Machet, M. P. (2002). *Addressing problems of literacy in disadvantaged communities*. The online platform for Taylor and Francis Group content. 33(1); 1-46.
- Musarat, A., Sundus, N., Faqiha, N., Fozia, P. & Ayesha, S. (2013). Impact of parental education and socioeconomic achievement of university students. *International journal of academic research and reflection*, volume 1, no. 3
- Murati, R., & Ceka, A. (2016). The Role of Parents in the Education of Children. *Journal of Education and Practice*. www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.7, No.5, 2016 61
- McMillan, R. (2000). *Competition, Parental involvement, and Public school Performance*. Washington DC: National Tax Association
- McNeal, R., J. (2014). *Parent Involvement, Academic Achievement and the Role of Student Attitudes and Behaviors as Mediators* OI: 10.13189/ujer.
- Ngirande, H., & Mutodi, P. (2014). *The Impact of Parental Involvement on Student Performance: A Case Study of a South African Secondary School*. ISSN 2039-2117 (online)
- Pennisi, A.C. (2013). Negotiating to engagement: Creating an art curriculum with eighth graders. *National Art Education Association Studies in Art Education: A Journal of Issues and Research*, 54(2), 127-142.

- Parveen, A. (2007). *Effects of Home Environment on Personality and Academic Achievements of Students of Grade 12 in Rawalpindi Division*. Research thesis, National University of Modern Languages, Islamabad, 32-41.
- Warwick, J. (2008). *Mathematical self-efficacy and student engagement in the mathematics classroom*. MSOR Connections, 8(3).
- Thompson, M., Alexander, K., & Entwisle, D. (1988). *Household composition, parental expectations, and school achievement*. Social Forces, 67, 424-451.
- Rain, L, William, K,(2011).Parental involvement and students' academic achievement :A meta-analysis. *Educational Psychology Review*, 13, 1.
- Roemmich, J. N., Epstein, L. H., Raja, S., Yin, L., Robinson, J., & Winiewicz, D. (2006). *Association of access to parks and recreational facilities with the physical activity of young children*. Preventive medicine, 43(6), 437-441
- Roy, M. & Giraldo-Garcia (2018). The Role of Parental Involvement and Social/ Emotional Skills in Academic Achievement: Global Perspectives. *School Community Journal*, Vol. 28, No. 2.
- Ryan, T. (2005): *Using Information in Education*. Available at <http://www.Parental/involvement/html>.
- SarahB (1998). *Ancient Greece: A Political, Social, and Cultural History*. New York: Oxford University Press. 1998.
- Shah, M., Atta, A., Qureshi, M. I. & Shah, H. (2012). Impact of Socioeconomic Status (SES) of Family on The Academic Achievement of Student. *Gomal University Journal of Research*. 28 (1); 12-17.
- Sureehkumar, N.V. (2012). The impact of parents' socioeconomic status on parental involvement at home; A case study on high achievement Indian students of a Tamil school in Malaysia. *International journal of academic research in business & social sciences*, Vol.2. No.8
- Sidiqui, S., & Sunita, R. (2015). *A Study of Home Environment, Academic Achievement and Teaching Aptitude on Training Success of Pre-Service Elementary Teachers of India*.

Sheldon, S. B. (2009). In School, family, and community partnerships: Your handbook for action (3rd ed.). USA: Corwin Press

Theisen, (2009). *Maternal Employment and Breastfeeding*. Paper work Presented in Nigeria.

APPENDIXIS

Appendix 1 : Questionnaire

RÉPUBLIQUE DU CAMEROUN

 Paix – Travail – Patrie

 UNIVERSITÉ DE YAOUNDÉ I

 Faculté des Sciences de l'Éducation

 Département de Curricula et
 Évaluation



REPUBLIC OF CAMEROON

 Peace – Work – Fatherland

 THE UNIVERSITY OF YAOUNDE I

 The Faculty of Education

 Department of Curricula and Evaluation

Questionnaire for surdents

SECTION A : GENERAL INFORMATION

Dear Respondent, I am a master's student from faculty of Education of the University of Yaoundé 1, I am conducting a research to examine the influence of parenteral involvement and student's academic engagement in some secondary schools in Yaoundé VI. The answers you provide will be used strictly for this master's research and your privacy will be highly protected. **Thanks for your participation**

Informant' information

Instructions: *kindly place a tick (✓) on the box that best describes your opinion.*

1. Gender: Male Female
2. level of education: upper sixth lower sixth form five
3. School:
4. Nationality.....

SECTION B:

Instruction: Tick (√) in one of the boxes labeled (AD, D, A, SA) that best suits your opinion

KEY: A=Agree, SA= strongly agree, D=disagree, SD= strongly disagree, N= Neutral

SN	Parents Level of education	SD	D	A	SA
5	my parents are both educated and can teach me at home				
6	My parents always help with my home work				
7	My parents is a university graduates and speaks English fluently				
8	My parents knows how to calculate my average				
9	My parents speak correct grammar in the house and correct our errors				
10	My parents read and write very well and even help out with difficult words				
	Home environment	SD	D	A	SA
12	I have a personal reading space in our compound				
13	My reading room has a good table and a blackboard for practice				
14	My reading space in quiet and calm				
15	My home activities do not cover my reading time				
16	After my home activities I have time to rest before reading				
17	Our compound is calm and peaceful for learning				
18	There is internet connection at home from where I do my research				
19	We have a library at home where I get some books to read				
	Voluntary work at school	SD	D	A	SA
20	My father volunteer as a teacher in my school				
21	My father does some technical works in my school				
22	My parents usually attend and participate in PTA meetings in my school				
23	My father volunteers as the security man for my school				
24	My parents always attend all school occasions				
25	My parents always come around school to check my presence in class				
	Communication with teachers	SD	D	A	SA
26	My parents have my teachers' contacts				

27	My parents speak with my teachers even via emails and facebook				
28	My parents usually meet with my teachers at home and talk about my education				
29	My teacher usually call my parents to discuss my welfare in school				
30	My parents always ask my teachers advise before buying my books				
31	My parents usually meet with my teachers in meetings				
	Learners academic engagement	SD	D	A	SA
32	I become more engaged in school due to my parents' level of education				
33	My parents volunteer in my school makes me to focus more on my academic work				
34	I become very engaged when I know my parents are communicating with my teacher				
35	I become more engage when my home environment supports learning				

Thanks for your collaboration

Appendix 2: interview guide

Interview guide for parents and teachers

3. In your opinion, how does parents level of education influence students' academic engagement?
 - Highly educated parents
 - Illiterate parents
 - Academic dropout parents
4. In your opinion, in which ways does parents volunteering in school influence students' academic engagement?
 - In school meetings
 - As security in school
 - As teachers in school
5. In your opinion, how does parents communication with teacher's influence student's academic engagement?
 - Face to face with teachers
 - On phone with teachers
 - During meetings with teachers
6. In your opinion, in which ways does the home environment influence learners academic engagement?
 - Reading space
 - Reading room and table
 - Calmness