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THE EFFECTS OF PARENTAL MONITORING ON THE ADAPTATION OF LEARNERS TO THE SCHOOL RHYTHM AMIDST THE COVID-19 PANDEMIC PERIOD.

A dissertation submitted and defended on the 10th Mars 2023 in fulfilment of the requirements for the award of a master's degree in education.

Speciality: Psychology of Education

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DEDICATION

TO:

- My sister BONGAJUM Juliette
- My Grand Mother Anastasia NWETII (RIP)

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LIST OF ABBREVIATIONS AND ACRONYMS

AEFI- Adverse Effect Following Immunization

BIS- Bank of International Settlements

Cas9-CRISPR Associated protein 9

Cas13-CRISPR Associated protein 13

CEBC- Center for Evidence-Based Medicine

CEPI- Coalition for Epidemic preparedness and Innovation

CESA- Continental Education Strategy for Africa

COVID-19- Corona Virus Disease of 2019

CRS- Congressional Research Service

CDC- Center for Disease Control and Prevention

CT-Computer Topography

DSDEN- Directeur Des Services Départementaux de L'éducation Nationale

ECCAS- Economic Community for Central African States

EST- Ecological Systems Theory

FDA- Food and Drug Association

GAVI- Global Alliance for Vaccines and Immunization

GBPS- Government Bilingual Primary School

GDP- Gross Domestic Product

GICAM- Groupement Interpatronal du Cameroun

GPA- Grade Point Average

HRW- Human Rights Watch

IICBA- International Institute for Capacity Building

IDT-Integrated DNA Technologies

IDP- Internally Displaced Persons

IgM- Immunoglobulins M

IgG- Immunoglobulins G

IFO- Income For Operations

INSERM-Institut National de la Sante et de la Recherche Médicale

MERS-CoV-Middle East Respiratory Syndrome Corona Virus

NW- North West

OECD- Organization of Economic Cooperation and Development

OMS- Organisation Mondiale de la Santé

OIT- Organisation Internationale du Travail

PNUD-Programme des Nations Unies pour le Developpement

PTA -Parent Teacher Association

PTO- Parent Teacher Organization

RNA- Ribonucleic Acid

SADC- South African Development Community

SARS- Severe Acute Respiratory Syndrome

SARS-CoV-2- Severe Acute Respiratory syndrome coronavirus 2

SES- Socioeconomic status

SHERLOCK- Specific High-sensitive Enzymatic Reporter unlocking

SPSS- Statistical Package for Social Sciences

SW- South West

TV-Television

UNESCO- United Nations Educational, Scientific and Cultural Organization

UNSDG- United Nations Sustainable Development Goals

WHO- World Health Organization

WFP- World Food Program

ABSTRACT

Our study deals with "the effects of parental monitoring on the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period". Following the outbreak of the COVID-19 in December 2019, the world was thrown into panic as the pandemic soon developed into a world health crisis as declared by the WHO on March 6 2020. Shortly after this announcement a world lockdown was announced as a means to curb the spread of the virus and the high the death tolls that had been registered. The school rhythm was disrupted as schools were closed and recourse was made to the internet and social media platforms to ensure learning continuity. The internet and social media platforms replaced the classroom and the teacher. Learners found it difficult to adjust to the new changes in the school rhythm as some saw it as an opportunity to have a lot of playtime at their disposal, some saw it as time to help their parents in socioeconomic activities, others as time to rest from school activities and some were not familiar with the new teaching and learning tools. As a result, learners became lazy, and reluctant to learn. Whereas the theory of Lazarus and Folkman (1984) holds that when an individual is confronted with new situations in which he was not used to, he can adapt to these situations by making recourse to adaptation situations such as seeking social assistance. The objective of this research was to study the link between parental monitoring and the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period. Methodologically the quantitative research design was used. Learners in the Mfoundi division of the center region constituted the population of study. The sample size of the research was 200 pupils from class 5 and 6 of group A and B of the GBPS Biyem-Assi. Data was collected using questionnaires as the tool for data collection. Data was analyzed using statistical analysis with the SPSS software. The results obtained showed that there is a link between parental monitoring and the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period. The results also revealed that some parents are not available to monitor their children due to the nature of their jobs and long working hours. The study suggested that more research should be carried out to address barriers faced by parents in relation to performing their parental roles. Parents can also build relationships with primary school teachers that can help parents in the course of monitoring. Schools should also develop policies and programs to increase the involvement of parents in the academic matters of their children.

Key words- parental monitoring, adaptation, school rhythm, COVID-19.

RESUME

Notre étude porte sur « les effets du suivi parental sur l'adaptation des apprenants au rythme scolaire en période de pandémie de covid-19 ». Après l'apparition du covid-19 en Décembre 2019, la pandémie ses rapidement transformer à une crise sanitaire mondial déclaré par l'OMS. Un confinement mondial a été annoncé comme moyen de réduire la propagation du virus et les taux de morts élevé. Le rythme scolaire a été perturbé avec la fermeture des écoles et le recours à l'internet et aux réseaux sociaux pour assurer la continuité des apprentissages. L'internet et les médias ont remplacé la salle de classe et l'enseignant. Les apprenants ont eu du mal à s'adapter aux nouveaux changements du rythme scolaire car certains y voyaient une opportunité d'avoir beaucoup de temps de jeu à leur disposition, du temps pour aider leurs parents dans des activités socio-économiques, du temps pour se reposer des activités scolaires et certains ne connaissaient pas les nouveaux outils d'enseignement et d'apprentissage. En conséquence, les apprenants sont devenus paresseux et réticents à apprendre. Alor que la théorie de Lazarus et Folkman (1984) soutient que lorsqu'un individu est confronté à des situations nouvelles auxquelles il n'était pas habitué, il peut s'adapter à ces situations en recourant à des situations d'adaptation comme la recherche d'assistance sociale. Le défi était donc l'inadaptation des apprenants au nouveau rythme scolaire. L'objectif de cette recherche était d'étudier le lien entre le suivi parental et l'adaptation des apprenants au rythme scolaire en période de pandémie de covid-19. Sur le plan méthodologique, la recherche quantitative a été utilisée. Les apprenants du département du Mfoundi de la région du centre constituaient la population étudiée. La taille de l'échantillon de la recherche était de 200 élèves des classes 5 et 6 des groupes A et B de l'école publique primaire bilingue de Biyem-Assi. Les données ont été recueillies à l'aide de questionnaires comme outil de collecte de données ; puis analysées à l'aide du logiciel SPSS. Les résultats obtenus ont montré qu'il existe un lien entre le suivi parental et l'adaptation des apprenants au rythme scolaire en période de pandémie de COVID-19. Les résultats ont également révélé que certains parents ne sont pas disponibles pour surveiller leurs enfants en raison de la nature de leur travail et de leurs longues heures de travail. L'étude a suggéré que davantage de recherches devraient être menées pour éliminer les obstacles auxquels sont confrontés les parents en ce qui concerne l'exercice de leurs rôles parentaux. Les parents peuvent également établir des relations avec les enseignants qui peuvent les aider dans le cadre du suivi. Les écoles devraient également élaborer des politiques et des programmes pour accroître l'implication des parents dans les affaires scolaires de leurs enfants.

Mots clés- suivi parental, adaptation, rythme scolaire, COVID-19.

GENERAL INTRODUCTION

The foundation of the progress of every nation is based on the kind of education they receive. Children's outcome is based on the kind of education they receive. This is made up of several factors ranging from the kind of education they receive to parental involvement in the children's life and education. Parental monitoring and involvement exposes parents' participation in the education process of children which is associated with a variety of positive outcomes for children (Eaton & Urban, 2016). With the involvement of parents and guardians from home, children's performance will be high in school (Henderson & Berla, 1994).

Parental monitoring deals with the involvement of parents through participation in school associated activities such as the parent teacher association (PTA), volunteering in school, assisting the child with homework and encouraging the child. Dishion and Mcmahon (1998) define parental monitoring as ''*a set of correlated parenting behaviours involving attention to tracking of child's whereabouts, activities and adaptations''p. 61*. Being considered as the first teachers and educators in a child's life, parent's involvement in the child's life is vital owing to the fact that the home is the first institution of education.

The parenting process involves educating the child from birth to adulthood by the family (Keith, 1986). This involvement is necessary in grooming the child and parent's imprints are felt in the lives of children (Singh, 1995). Parental monitoring involves getting involved in children's daily activities and knowing the child's whereabouts, this entails getting implicated in child's school activities thus having knowledge of the child's daily school activities (Dishion and McMahon, 1998). Parental monitoring englobes a set of correlated parenting practices which aim at structuring the child's environments such as the home, the school and the community and tracking their behaviours in these environments. This is conceptualised as direct and indirect. Direct monitoring involves the time the child spends at home or in public with adult supervision and indirect monitoring involves the knowledge that parents have of the child's whereabouts, friends and activities when they are not under the direct supervision of the parents.

Thus parental monitoring cannot be studied without making reference to the school rhythm. This is because parents work with children from home assisting with school activities such as preparing children for school assisting in homework and in other extracurricular activities. This gives learners the opportunity to be able to adjust to any changes and evolution in the school milieu. In educational psychology, the successful adaptation of learners to school is very important for development because a healthy transition in school can be built on a healthy cognitive and socio-behavioural development (Cicchetti, 1990).

Parents develop measures of monitoring actions that they have to take to facilitate learner adjustments and adaptations to the school rhythm so as to motivate learning in children.

In Cameroon the family and parents being considered as partners of the school get involved and monitor children through different modes as teachers are urged to parents informed about their child's education progress. This is done through parent visitation to schools, phone conversations, newsletters, home visits, formal notes, PTA and regular face to face communications. This is done to keep parents informed about what the child is doing at school and whether or not the parents are aware. The PTA started in the 80's to support learning in most areas that seemed abandoned. The PTA is considered as an association made up of teachers and parents and a starting point of effective partnership between the government and parents with the goal providing better learning environment for children and teachers. Parental monitoring in Cameroon faces barriers which prevent parents from fully engaging in children's learning. This involves tight work schedules, single parenting, high cost of living as well as the present political crisis in the country which has led to the migration of families from English speaking regions to the French speaking regions.

Education has been one of the topmost priority of the strategy set out by the prime minister on the 17 March 2020 following the outbreak of the covid-19 as announced by WHO on the 11th of March 2020. This has brought about changes in the Cameroonian school rhythm as a means of responding to the COVID-19 pandemic. First with the announcement of the lockdown on the 17th of March 2020 worldwide by the WHO and secondly with the recourse to the internet and online teaching and learning processes. This called for the need for assistance from parents and for them to become more implicated in the education of children at home. Measures taken to ensure school continuity apart from the use of the internet and online platforms included the introduction of the shift schooling following the resumption of schools for the academic year 2020/2021. The internet and the use of new online learning application other social media platforms such as WhatsApp, zoom, TV, radio etc. replaced the school, classroom and teacher as children had to learn from home with the assistance of parents who have to set rules and take actions that will ensure continues learning for children as well as adaptation to this new rhythm. The rational for studying adaptation to the changing school rhythm is because adaptation predicts later school outcomes and achievements. Before the outbreak of COVID-19, Cameroon had never faced a crisis of such magnitude except for the Anglophone crisis which started in 2018 and left the educational system wanting as schools were interrupted and due to security reasons parents kept their children at home and others moved their families to more secured parts of the

country. Education has been on a standstill in some areas whereas schools that are operational in some towns have recourse to four days per week system following the fact that Mondays have been declared a no circulation day by the separatist fighters. In some schools Saturdays have tend to replace Mondays as a means of catching up with work that is lost on Mondays. Over past few years, learners in these areas have become used to their situation and with the help of parents through communication and assistance from home have been gradually adjusting to this situation.

COVID-19 brought about change which left many learners wanting as most were not familiar with these online teaching learning tools or platforms. Some had little or no access to these tools. With these changes learners were left under the sole supervision of the parents to enable them adapt. The purpose of this study is to explore the effects on parental monitoring on the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period.

Chapter 1 will provide an introduction and overview of the study. The task would consist in describing the context, formulate and pose the problem, precise the research questions as well as the objectives. The significance and delimitations will also be identified.

Chapter 2 will deal with the exploration of the literature review concerning COVID-19, parental monitoring and school rhythm.

Chapter 3 will include the theoretical framework employed in the study. The ecological systems theory of Bronfenbrenner (1979) and the theory of Lazarus and Folkman (2011) on adaptation will be explored to explain the school rhythm and adaptation.

Chapter 4 will address the methodology including the research design, presentation of the research site, the study population, sampling techniques, instruments of data collection and strategies used for data analysis as well as difficulties encountered.

Chapter 5 will provide the findings concerning the effects of parental monitoring on the adaptation of learners to the school rhythm amidst COVID-19 pandemic.

Chapter 6 will deal with an interpretation of the findings on the study and the establishment of a link between the theoretical data and empirical data obtained from the field with the view of elaborating perspectives for further research.

CHAPTER 1: PROBLEMATIC OF THE STUDY

Parents through parental monitoring measures contribute significantly in the lives of learners. This interaction between parents and children tend to influence children's lives and education. The outbreak of a world health crisis put school systems and learners in a situation that needed adjustments in order to cope with the new school rhythm. There is thus need to clarify the key concepts that are used within this context of our study in a bid to bring out our problematic. Added to this the research problem, questions, objectives hypothesis as well as the significance and delimitation of the study will be presented.

1.1.PRECISION OF CONCEPTS, CONTEXT AND JUSTIFICATION OF THE STUDY

1.1.1. Precision of concepts

This section deals with the clarification of concepts used in the study in a bid to comprehend the problem exposed in this study.

1.1.1.1.Parental Monitoring

According to Dishion and Macmahon (1998) parental monitoring is *"a set of correlated parenting behaviours involving attention and tracking of child's whereabouts, activities and adaptations." (P.61).* It can also be considered as parent's attempts to supervise and understand what activities their child is engaging in and with whom. *Parental monitoring includes both structuring the child's home, school and community environments and tracking the child's behaviour in those environments." (p. 160).*

1.1.1.2.Parental involvement

According to Seginer (2006) also known as parent's engagement in their children's education is a variety of behaviours that parents perform to promote their children's academic achievement and psychological development in their homes and school.

According to Epstein (2011) parental involvement is a partnership in which the school, the family and the community share responsibility for children's learning and development.

1.1.1.3.School Rhythm

According to the French online dictionary school rhythm is the alternation of moments of school activities and moments of rest or extracurricular activities.

This also refers to alternations between the moments of activity and those of rest imposed by school. It is a question of school time tables and vacations or they are understood as periodic variations and the physiological, physical and psychological processes of the child, pre-adolescent, adolescent in a school situation. (in encyclopaedic dictionary of education and training, 1994).

According to Testu, Flouch, Roger, Clarisse & Brenchon (2008) school rhythm can be considered in two ways;

-School rhythm corresponds to regular alternations of moments of rest and activities imposed on learner by the school, middle school, high school and the university. It's about daily and weekly time tables, holidays and school calendar. Rhythm here is considered as environmental and sociological, managed by adults and the society at large, it regulates our mental, psychical and sociological life.

-School rhythm is also understood as periodic, physiological, physical and psychological variations that are proper to a child and an adolescent in a school situation. It is thus a matter of biological and psychological rhythm.

1.1.1.4.Adaptation

Adaptation in the Piagetian theory is the process of adjusting ones cognitive structures to meet environmental demands which involves the complementary processes of assimilation and accommodation (APA dictionary of psychology, 2015)

Czajkowska (2017) defines adaptation as ''*a process of cognitive adjustment to a threatening life event involving search for meaning in the experience and attempt to restore one's sense of control and positive self-view''* (p.1).

This is the functional, cognitive or behavioural trait that benefits an organism in its environment. The modification of the individual or the environment to fit the needs of the individual (Salkind, 2004).

According to Jakubowicz (2002) adaptation is the process that surrounds the unceasing interaction between man and the dynamic world in which he evolves and interacts. (p.247)

1.1.1.5. Adaptation to school rhythm

Berbelyova (2016) think that "*school adaptation involves a pupil's adjustment to new educational conditions and social situations, a new daily routine as well as new interpersonal relationships, given requirements and demands"*

Gennadevna (2012) also defines school adaptation as "*a process in which a pupil adjusts to the new social conditions of the institution, which is connected to acceptance of new social roles and the development of new social relationships".* The level of acceptance of the new condition is an indicator of the stabilization of social development of the child's personality. Soloveva (2012) and Rumjanceva (2012) specify three aspects of adaptation:

-adaptation of an organism to new environmental conditions new activities and to physical and intellectual strain

-adaptation in respect of new social relationships and contacts

-adaptation to the new conditions of the learning activity.

1.1.1.6. Covid 19

Covid 19 is an infectious diseases caused by a newly discovered corona virus called SARS-CoV-2. The diagnose of this virus was on the 31st December 2019 following a report of a cluster of cases of viral pneumonia in Wuhan, People's Republic of China. On March 11 2020 WHO announced the outbreak of COVID-19 pandemic (WHO, 2020).

1.1.2. Context and justification

Education is the backbone of the progress of every nation. The progress of children thus depends on the kind of education they receive. Parents are considered as the first teachers and educators and their involvement in the child's education is vital as the family is the first institution of education. Parental monitoring is associated with different outcomes for behaviours of children and adolescents. In educational psychology, the successful adaptation of learners to school is very important for development because a healthy transition in school can be built on a healthy cognitive and socio behavioural development (Cicchetti, 1990). Parents develop measures of monitoring actions that they have to take to facilitate learner adjustments and adaptations to the school rhythm so as to motivate learning in children. The outbreak of the COVID-19 pandemic has affected education as it has exposed the inadequacies and inequalities in our educational systems (Beche, 2020). The lockdown in response to COVID-19 interrupted conventional schooling with closure of schools across the world. The school rhythm which is the repartition of days and hours that learners go to school has been altered by the COVID-19 insurgencies.

The Cameroonian school rhythm consists of four and a half day per week. The academic year which normally begins in September and ends in July saw interruptions during the announcement of the lockdown from March to June 2020 (basically for examination

classes) for the 2019/2020 academic year and exceptionally began in October for the 2020/2021 academic year due to the COVID -19 pandemic. The outbreak and the spread of the covid-19 pandemic have brought about shock and adjustments to the school rhythm. With interruption of the school by the lockdown and new developments in the school rhythm such as the introduction of the double shift schooling system for schools with more than 50persons per class as sanitary measures to combat COVID-19. The educational community has made concerted efforts to maintain learning continuity during this period. Children and students rely more on their own resources to continue learning remotely through the internet, television and radio. Teachers also have to adapt to new pedagogical concepts and models of delivery of teaching for which they are not trained. Learners in the most remote areas who do not have access to digital learning resources or lack the resilience and engagement to learn on their own are at risk of falling behind, digitalization is completing the student teacher relationship as it gives learners the autonomy of learning from their homes.

The school rhythm can be understood in two ways; either they correspond to alternation between the moments of activity and those of rest imposed by the school. It is then a question of school time tables and vacations; or they are understood as the periodic variation of physiological, physical and psychological processes of the child, the preadolescent, the adolescent in a school situation (Champy & Eteve, 1994). Thus holidays, public holidays, weekends and schooling days, hours and periods. Following our theoretical observation, the study of school rhythm has been exposed in previous literature.

Studies from chronopsychology bring out the link between rhythm and the performances of the child (INSERM, 2001). These studies on rhythms of performances were carried out in the school milieu and thus renamed as school rhythm. To chronopsychologist the expression school rhythm can be considered from two points of view; in relation to time tables and school calendars or as periodic fluctuations of physiological, physical and psychological processes of children and adolescents in school (INSERM, 2001). Here we are dealing with two types of environments one impose by the adult and the other which is endogenous to the learner.

Studies on chronobiology and chronopsychology show that the quality of nights' sleep depend on the adaptation of behaviour to the school situation and related to consequences, level of vigilance and intellectual performance (Nesca & Koulack, 1994; Dotto, 1996; Randazzo, Muehhlbach, Scheitzer & Walsh, 1998; Batejat, Lagarde, Navelet & Binder, 1999). Chronobiologists deal with timing process in living organisms with the adaptation of the organism to solar and lunar related rhythms hence considering the circadian rhythm as

solely responsible for the functioning of the human organism in its environment (Gourie, 2013). Adjustments to environmental changes are as a result of the endogenous functions of the human body.

Chronopsychologists are interested in variations dealing with intellectual capacities, attention, vigilance and memorisation without taking into consideration change in the school time table (school timetable and extracurricular activities). While chronobiologists on the other hand are concerned with two angles- the study of wake-sleep rhythm and periodic fluctuations of some behavioural and physiological variables (Gourie, 2013; Montagner, 1996).

Apart from studies on chronoscience we also observed theories such as the ecological systems theory. The EST by Bronfenbrenner identifies human development model and the child's environment in relation to interactions between their immediate environment such as family and community (Knoph & Swick, 2008 cited by Benjamin, 2015). Bronfenbrenner (1979) explains growth and development as starting within the context of the child's environment and interactions between systems within the community bring about communication and relationships among members of the surrounding community. One level of the ecological systems thus influences the whole system. The EST is made up of four systems- the microsystem, mesosystem, exosystem and the macrosystem. Bronfenbrenner (1979) stated that the microsystem deals with the relationship between the parent and the child. When this relationship is formed parents are likely to participate in children's education. Parents are considered as primary educators and the home is the first environment where learning takes place (Gestwicki, 2007). This EST is concerned with the influences the family and or parents have over the development of the child. This development does not take into consideration the influences that parents have in the adaptation of learners to the changing environment and school rhythm but are rather concerned on the consequences of child's relationships and interactions between the child and his environment on the child's development.

The above is what studies on chronoscience and theories tell us about school rhythm and parental involvement. But then our empirical observations revealed that the outbreak of the covid-19 as announced by WHO on the 11th of March 2020 has brought about changes in the Cameroonian school rhythm, first with the announcement of the lockdown on the 17th of march 2020 worldwide and secondly with the recourse to the internet and online teaching and learning processes. This called for the need for assistance from parents and for them to become more implicated in the education of children at home. This lockdown on schools was

one of the measures taken to combat the pandemic and subsequently the introduction of shifts in school following the resumption of schools for the academic year 2020/2021. With the lockdown, there was still need for education process to continue. The internet and the invention of new online learning applications other social media platforms such as WhatsApp, zoom, TV, radio etc. replaced the school, classroom and teacher as children had to learn from home with the assistance of parents who have to set rules and take actions that will ensure continues learning for children so as to ensure adaptation to this new rhythm.

The rational for studying adaptation to the changes in school rhythm is because adaptation predicts later school outcomes and achievements. COVID-19 pandemic which brought about the lockdown interrupted the normal school rhythm of three terms which left the sole monitoring of children in the hands of parents. Parental monitoring becomes crucial during this period as a result of the implementation of barrier measures to combat the spread of the virus. Parents following the lockdown feared allowing home teachers into their homes to teach children. Recourse to the internet and other social media platforms to the general public implied a lot of free time for children. To some parents, it meant time for children to help them at home and with some socioeconomic activities owing to the socioeconomic background and the fact that most families are involved in the informal sector. Despite this most children and parents think that holiday means a break from school and learning. Though the lockdown was not a break from learning, learners needed to adapt to the new teaching learning processes and methods. Healthy adaptation includes both cognitive and social adaptation, coping with changes they encounter such as the lockdown in which they have to study from home and the subsequent schooling in shifts with 50 persons per class imposed by the government. This also meant meeting self-care needs in school life so that they can be adapted to take turns, follow rules, understand the routine and be successful.

Thus, the more absent the teacher became in the lives of children the more active parents needed to become involved in the follow up of children's learning to ensure continues learning takes place. The COVID-19 occurring in the middle of the academic year implied that all Cameroonians were suddenly "*involuntarily out of school''*: 4.5 million in primary schools, 1.8million in secondary schools, 40000 in vocational training and 3000 in higher education (Beche, 2020). To ensure the continuity of education despite the lockdown schools have sort to use of technology and online classes and learning experiences as substitute of in-class time. Lessons were broadcasted on radio and television. Adaptation of learners to these new learning experiences become solely in the hands of parents as parents have to get more involved in children's daily activities more than before- providing ICT tools to ease learning,

setting play time, learning time, time spent in front of the screen, select TV programs, assist in child's homework, work to reinforce what teachers have done and communicate with teachers about child's school work.

At the time the reopening of schools for the 2020/2021 academic year new school time schedules are coming up such as the implementation of the shift system of schooling for schools with more than 50 children per class, the first group of students attending from 7a.m to 12noon while the second group begins from 1p.m to 5p.m. The minister of secondary education Nalova Lyonga pleaded on parents to join in the use of distance education to combat the disease. The school time allotted to learning is thus limited as compared to the bulk of work/curriculum to be covered.

This situation also paralyses parent's daily activities as they also have to adjust their own work programs and daily activities so as to be able to get involved with activities that can help learners to adapt to the new school rhythm. Parental monitoring becomes crucial in the adaptation of children to the changes to ensure school continuity, child's positive outcomes and achievements and quality education for children at all levels and enabling children to feel related to school and to form readiness to adapt to and learn in the changing school rhythm.

1.2. THE FORMULATION OF THE PROBLEM

1.2.1. Statement of the problem

The theory of adaptation by Lazarus and Folkman also known as the stress and coping theory was used to describe the efforts an individual employs to manage stress. These efforts are considered as cognitive and behavioural efforts which are mobilized to manage stress which they categorise as emotion focused coping and problem focused coping. Emotion focused coping is aimed at minimising the negative emotions that come as a result of the stressful situation where as problem focused coping is aimed at resolving a stressful event. To them what helps an individual to cope is his cognitive and behavioural effort and not an individual trait. Lazarus and Folkman conceptualised coping as a process (Rew, 2005). Stress and coping model of Lazarus' (1990) was inspired by the works of Selye (1978) who considered the term stress to explain responses that are being observed in the general adaptation syndrome. This syndrome is considered as an *"initial alarm reaction followed by a state of adaptation…called the state of resistance"* (Rew, 2005, p. 136). Selye identified a

stressor also known as the cause of subsequent stress. A healthy response to stress results to adaptation where as an unhealthy response will lead to exhaustion.

Lazarus and Folkman (1983) considered eight strategies of coping. These are confrontation coping, distancing, self-controlling, seeking social support, accepting responsibility, escape avoidance, planful problem-solving and positive reappraisal. Here parental monitoring is considered as social support which is a form of emotion focused coping aimed at minimising the negative emotions brought out by the stressful situation. The EST of Bronfenbrenner (1979) also gives us an understanding of the influence that the family might have on the child. This influence could be felt form the child's school outcomes. The need for the school and home environment of the child to interact for the child's proper development. Although the stress and coping theory of Lazarus and Folkman (1983) and the EST of Bronefenbrenner (1979) shows that individuals easily cope when there is social assistance and interaction between the home and school environments of the child, it is unclear whether parents perceive a deficit in their children educational demands that is the inability of children to adjust to changes in the school rhythm during the COVID-19 pandemic period which they need to fill through monitoring measures.

1.2.2. The problem

Studies on school rhythm such as studies on chronopsychology and chronobiology as well as theories on parental monitoring such as the ecological systems theory and some researchers do not focus on learner adaptations to new rhythm but rather focus on the endogenous build of the child (chronoscience) and the interaction that occurs between the school and the family as a result of parental monitoring activities and involvement without taking into consideration children's adaptation to change in the school rhythms. This study is designed to address the research gap by testing associations from studies on school rhythm, theories and research on parental monitoring and the empirical experiences and insights regarding the outbreak of the covid19. With the outbreak of COVID-19 a new school rhythm saw its dawn whereas learners were used to a different rhythm for a long time. Adapting to the new school situation became difficult for learners who saw the lockdown and the double shift school time as an opportunity for them to play. Children became lazy and developed lukewarm attitudes towards learning as laziness replaced hard work and concentration on studies due to the replacement of schooling with distant learning which some of them had little or no knowledge on. Some leaners were happy because of the free time they had at their

disposal. Learning changes from face to face contact with teachers in school to the use of the internet and distant interactions through online platforms. Parents replaced teachers and learners had to learn to get accustomed to the new time schedules for distant learning.

Adapting to the midday school is a problem for leaners, from the perspective of the theory according to which the attention of the child is best in the morning than in afternoon. There has also been the reduction/alternation of school time with more curriculum to be exhausted. The learners in the course of learning can only be monitored from home by parents who, following actual developments spend more time with learners than teachers in school. The lockdown and midday school to some parents meant time for children to help the home and with some socioeconomic activities owing to the socioeconomic background and the fact that most families are involved in the informal sector.

Despite this most children and parents think that holiday means a break from school and learning. The time allotted to learning is lesser as compared to the bulk of work to be completed. Children seem to think the lockdown and midday school has given them enough free time to play, watch TV, and carryout other activities. This context according to Beche (2020) forced educational authorities to face challenges in ensuring pedagogical continuity. In maintaining pedagogic continuity, the challenge was concerned on maintaining the rhythms of the school calendar during the period of disruption. Thus the expression school rhythm can mean two things- be it the rhythm of children in a school situation or the calendar of activities and timetables imposed on learners. The first depends on learners and the second is managed by adults. Ministers focused on looking for ways to establish and strengthen links and cooperation between the school and the home to ensure educational continuity despite the disruption (Direction des Services Departementaux de l'Education Nationale (DSDEN) de l'Oise, 2020). How then can a learning environment of a school be reproduced within a home such that courses, resources, interactions and pedagogical approaches continue to function? (Sondergaard, 1995; Bellen, 2016 cited by Beche, 2020). Teachers, parents and learners needed to put in efforts to compensate for the school year that ended abruptly and help learners adapt to the new measures. But the theory of Lazarus and Folkman (1984) says that to adapt one must be able to manage or alter the problem and also regulate ones emotions and seek for social support. Parental monitoring here designates social support. When an individual encounters a new and strange situation to which he previously was not used to, the individual can appraise the situation as either stressful or not and further evaluates his

resources available to deal with the stressful situation. Lazarus and Folkman (1983) came up with 8ways to deal with a stressful situation with seeking social assistance being one of them. This study is thus designed to close the gap between what studies and theories propagate and our empirical observations by exploring parental monitoring perspective about parental influence on children's educational outcomes particularly adaptation to the changing school rhythm by learners. Growing research has examined the role of parental monitoring in the educational outcomes of children learning (Eaton & Urban, 2016; Gyamfi & Asamani, 2016; Kerr & Stattin, 2000; Stattin & Kerr, 2000). Our problem is that of the maladaptation of the learners to the school rhythm during the COVID 19 period.

1.2.3. Research questions

This study is designed to identify parent's role through monitoring measures and parental involvement measures in the adaptation of learners to the school rhythm. This inquiry is guided by one principal research question and three specific research questions.

1.2.3.1. General Research Question

Is there a link between parental monitoring and the adaptation of learners to the school rhythm amidst the covid-19 pandemic period? From this principal research question the following specific research questions were derived;

1.2.3.2. Specific Research Questions

- Is there a link between communication between parents and teacher and the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period?
- Is there a link between learning at home and the adaptation of learners to the school rhythm amidst the covid-19 pandemic period?
- Is there a link between parenting and the adaptation of learners to the school rhythm amidst the covid-19 pandemic period?

1.2.4. Objectives

1.2.4.1. General Objective

- The objective of our research is to study the link between parental monitoring and the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period. From this general objective, the following specific objectives can be arrived at;

1.2.4.2. Specific Objectives

- To study the link between communication between parents and teachers and the adaptation of learners to the school rhythm during the COVID-19 period.
- To study the link between learning at home and the adaptation of leaners to the school rhythm amidst the COVID-19 pandemic period
- To study the link between parenting and the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period.

1.2.5. Hypotheses

From the research questions stated above, we can bring out the following hypotheses:

1.2.5.1. Main Hypothesis

There is a link between parental monitoring and the adaptation of learners to the school rhythm during the COVID-19 pandemic period.

1.2.5.2. Specific Hypothesis

- There is a link between communication between parents and teachers and the adaptation of learners to the school rhythm amidst the COVID -19 pandemic period.
- There is a link between learning at home and the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period.
- There is a link between parenting and the adaptation of learners to the school rhythm amidst the COVID- 19 period.

1.2.6. Significance of the study

1.2.6.1. Scientific and educational significance

The significance of this study is seen from the fact that it is intended to facilitate an understanding of how parental monitoring can influence learner's adaptation to change in the school rhythm. This will increase knowledge on the measures that parents can take to help children to adapt to changes that can take place within the school. This can also give teachers knowledge on how to relate with the home in order to help children adapt to school changes. This is an important aspect in the achievement of quality education which is one of the sustainable development goals. This will help teachers gain professional skills for their professional development. Sheridan and al, (2009) think that professional development

includes teachers having the knowledge and skills to promote children's learning and prepare them for future academic success. The study also identifies best practices that parents can apply to help children and to have effective relationships with the school thus providing an understanding of their roles in supporting children's learning. Teachers will understand the growth and development of children and theoretical perspectives that undelay working with young children.

1.2.6.2. Social significance

The study brings out strategies concerning best practices that parents can apply to make learners adapt to changes that can take place in the school rhythm and how parents can interact and collaborate with teachers and the school bringing about effective relationships. It can also help make parents more conscious of their role in child's adaptation processes. It can also empower parents at the level of the school hence contributing to significant social change.

1.2.7. Delimination of the study

This study has delimitation. The study is narrowly focused on children from primary schools in the Mfoundi division of the Center Region. This study is limited to the link between parental monitoring and learner adaptation to the school rhythm and not on the academic outcomes of this adaption.

1.2.7.1. Thematic delimitation

This study focuses on the link between parental monitoring and learners' adaptation to the school rhythm during the COVID-19 period in the Cameroonian context with the main objective being to understand how the effects of parental monitoring can enable learners to adapt to the school rhythm. This falls in the domain of sciences of education and basically in the field of psychology.

1.2.7.2. Spatio-temporal delimitation

This study has a focus on schools located in the Mfoundi division of the center region of Cameroon specifically in the Biyem-Assi neighborhood. Leaners involved were pupils regularly registered in class 5 and 6 of the Government Bilingual Primary School Biyem-Assi group A and B. This study is carried out under the framework of our training in the master's cycle in the faculty of sciences of education, department of fundamentals of education and

specialty being psychology of education. This training started from masters 1 in 2019 and scheduled to be completed by the end of the academic year 2020/2021.

The outbreak of COVID-19 brought about change in the school rhythm following the lockdown on schools and the subsequent recourse to the schooling in shifts as well as recourse to the internet and online teaching and learning platforms. This left many learners wanting as most were not familiar with these online teaching learning tools or platforms. Some had little or no access to these tools with these changes learners were left under the sole supervision of the parents to enable them adapt. The purpose of this study is to explore the effects on parental monitoring on the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period.

CHAPTER 2: LITTERATURE REVIEW

The purpose of this study is to explore parental monitoring measures in the adaptation of learners to new school rhythm as a result of the COVID-19 pandemic. The literature review for this study was designed to examine the state of affairs for COVID-19, parental monitoring and the school rhythm. This chapter summarises findings on the covid-19, describe how parental monitoring can influence child's learning outcomes and encourage parental involvement in the education field and school rhythm.

2.1. THE STATE AFFAIRS ON COVID-19

2.1.1. The history of COVID-19

The on-going global pandemic corona virus disease (COVID-19) is caused by a severe acute respiratory syndrome corona virus 2 (SARS-CoV-2). The new virus was identified in Wuhan China in December 2019. A lockdown in Wuhan and other cities in the Hubei province failed to contain the outbreak and it spread to other parts of mainland China and around the world. On the 12 of January 2020 the WHO confirmed that a novel coronavirus was the cause of a respiratory illness in a cluster of people in the city of Wuhan which was reported to the WHO on the 31of December 2019. The WHO (2020) declared its outbreak a public health emergency of international concern on the 30th January 2020 and a pandemic on 11th march 2020. Since 2021 variants of the virus have emerged. As of august 2021 more than 200milion cases have been confirmed with more than 4.26million confirmed deaths attributed to COVID making it one of the most deadly pandemics in history.

2.1.2. Symptoms and diagnosis of covid-19

Symptoms of COVID-19 range from unnoticeable to life threatening. Severe illness is more likely to occur in elderly COVID patients as well as those with underlying medical conditions such as hypertension, tuberculosis. The symptoms vary but may include fever, cough, headache, fatigue, breathing difficulties loss of smell and taste (Islam 2021). The symptoms of the disease begin between the first and the fourteenth day after exposure and infection with the virus. Some people do not develop noticeable signs after infection (Oran and Topol 2021). 81% of people who develop symptoms show signs of pneumonia, 60% show severe signs of dyspnea, hypoxia and 5% suffer critical symptoms such as respiratory failure, shock or multi-organ dysfunction (Oran& Topol 2021, CDC, 2020). The elderly people are at high risk of developing severe symptoms and might even experience a large range of effects months after recovery and damage to organs have been observed

(CDC,2020). It is transmitted through breathing in air contaminated by droplets and small airborne particles containing the virus. The rate of breathing this is highest when people are at close proximity. Contamination can also be through splashes of contaminated fluids in the eyes, nose or mouth and rarely through contaminated surfaces. People remain contagious for close to 20 days and can spread the virus even when they show no symptoms (CDC, 2022).

2.1.3. Diagnoses and the treatment of COVID-19

2.1.3.1. Diagnoses COVID-19

To diagnose the diseases several testing methods have been developed with the standard diagnostic method being through the detection of the virus' nucleic acid by real-time reverse transcription polymercese chain reaction (Rrt-PCR) or by the Reverse Transcription Loop mediated isothermal Amplification (RT-LAMP) from a nasopharyngeal swab.

There has not been a cure for COVID but several ways of treatment have been come up with. There has been a recommendation on preventive measures which include; social distancing, wearing of face masks, ventilation and air-filtering, hand washing, covering of mouth when sneezing or coughing, disinfecting surfaces, no touching of the eyes, nose and mouth and monitoring and self- isolation for people who have been exposed or symptomatic. Several vaccines have been distributed in many countries since December 2020 and massive campaigns have been carried out across the world following the distribution of drugs to countries across the world. The use of facemasks in public places has been recommended as a means to minimize the spread of the disease. Symptomatic treatment is the main way of treatment which deals with managing the disease by treating the symptoms and isolation of the individual. Recent treatments focus on addressing symptoms but work is on the way to develop medications that inhibits the virus. Authorities worldwide have responded by implementing travel restrictions, lockdowns and quarantines, workplace hazard controls and business closures. There are also efforts to increase testing capacity and trace contact of infected persons.

Today many diagnostic methods have been come up with for COVID-19. These include the molecular test, the serology test, imagining and the Specific High-sensitive Enzymatic Reporter unlocking (SHERLOCK).

2.1.3.1.1. The molecular test:

Here, direct detection of the virus can be done by identifying the viral genome or antigen (Kumar et al, 2021). With this test a throat swab is preferred to stool and blood samples because it is non-invasive and contains a high concentration of the virus. Real time-qPCR is the most common and reliable test with specificity. The test involves purifying the viral genome from the throat swab and amplifying it using primers specific SARS-CoV-2 virus with the N and E genes used for identification of the virus (Udogama, Khadhiresan, Kozlowski, Malekjahani, Osborne & Li 2020).

2.1.3.1.2. Serology Testing:

This is done by taking the blood plasma or serum of the patient and testing it for igM and or igG antibodies. These are proteins made due to the immune response of the body to the viral antigens. The igM antibodies appear and become detectable at around the 7^{th} day of infection and are present in the blood until the 3^{rd} week of infection (Kumar and al, 2021). The igG antibodies on the other hand appear during the second week of infection and remain in the blood to provide long term immunity (Jacofsky and al, 2020). Diagnoses using this technique can be done when the patient is at a recovery stage. This is disadvantageous because the patient might have transmitted the virus to other people during this time. It could also give a false positive result after the person recovers by detecting long term antibodies in the blood of the patient. Home rapid antibody tests for COVID-19 are being developed on a lateral flow assay device to detect igM and igG antibodies (Pavlova and al, 2020., Ragnesola and al, 2020).

2.1.3.1.3. Imaging:

Chest x-rays and CT scans are supplementary tests used with RT-PCR test to see the progression and damage due to COVID-19. Although they do not always indicate COVID-19. CT scans have been reported to show similar patterns of ground glass opacity indicating damaged lungs, inflammation and pneumonia (Meng, and al, 2020). However not all COVID-19 patients develop pneumonia and as a result the CT scan will fail in the diagnosis of the disease. Artificial intelligence can be used to interpret CT scan images for suspected COVID-19 cases (Jin and al, 2020). A technique called a CT angiogram can be performed to help identify clots in the pulmonary circulatory system (Al-Ajlan and al, 2020).

2.1.3.4. Sherlock:

This is a rapid test through which a sample is taken from the upper airway of the patient suspected of COVID-19. The RNAs in the sample are amplified and reporter genes are added. The CRISPER-Cas 13 is then taken and added along with a guide RNA which is designed to target the viral RNA unlike Cas 9 which targets the DNA. When the viral RNA is found Cas 13 activates its cleaving mechanism and starts cleaving nearby RNAs and reporter genes randomly. Each end of a reporter carries a different fluorescent label and hence their cleavage generates a signal if the virus RNA is present. The sample is then applied on a lateral flow assay device. Two bands are obtained if the viral RNA is present while only one is obtained if the reporter gene is not cleaved. The reporter gene is not cleaved because the viral RNA is absent. This technique can successfully detect very low concentration of pathogens (IDT, 2020., Xiang and al 2020).

2.1.3.2. Treatment of COPVID-19

Currently there is no approved therapeutic cure for SARS-CoV-2 infection. The existing treatments aim for relieving the symptoms or interfering with the immune system (Kumar and al, 2020). Asymptomatic cases and patients with mild symptoms are primarily being managed by self-isolation. Three main categories of drugs have been developed to manage patients with COVID-19. These categories are broad-spectrum antiviral drugs, antibodies and convalescent plasma therapy and mesenchymal stem cells (Kumar and al, 2020).

Broad-spectrum antiviral drugs consist of different kinds of drugs. Drugs under this category include;

2.1.3.2.1. Hydroxychloroquin and chloroquin

These are anti-malarial drugs that have been derived from the compound 4-aminoquinolines and have been proven to be antiviral agents. They can inhibit actions of the SARS-CoV virus by interfering with glycosylation ACE2 receptors and preventing the fusion of the virus with the host cell. The have also been shown to inhibit SARS-CoV-2 in vitro (Patrick and al, 2020). Their use has been limited by the US FDA due to the risk of heart rhythm problems in clinical phase trials (US FDA,). Chloroquine is thought to have serious side effects while hydroxychloroquin is relatively safer and can suppress the cytokine storm by repressing the activation of T cells (Zhou, 2020).

2.1.3.2.2. Remdesivir

This drug has been approved by the US FDA against SARS-CoV-2 and has been previously used against the Ebola, SARS-CoV and MERS-CoV viruses (Cao, Deng and Dai, 2020., Eastman and al, 2020). Remdesivir blocks the enzyme RNA-dependent RNA polymerase which is needed by the virus for replication (Gordon and al, 2020). The mortality rate for the remdesivir group was 8% compared to 11.6% for the placebo group. Unfortunately, this drug is known to have severe side effects such as liver damage in a few patients (FDA, 2020).

2.1.3.2.3. Combination of drugs Ribavirin, Lopinavir/Ritonavir and Interferon

Ribavirin is known to have antiviral activity against SARS-CoV-2 *in vitro*. It functions by mimicking guanosine, interfering in the replication process of RNA capping and inhibiting the pathway that generates guanine (Khalili and al, 2020).

Lopinavir has shown to have antiviral activity against SARS-CoV-2 *in vitro.* Ritonavir acts to increase the half-life of lopinavir by inhibiting cytochrome P450 3A. Some studies say that ritonavir helps to reduce the risk of severe hypoxia (CEBM, 2020). However, the drugs have side effects like diarrhea and liver and pancreatic disorders. Their effectiveness against COVID-19 is still to be conclusively established in clinical trials (Wu and al, 2020).

Interferons are cytokines secreted by the immune system that turn on the genes to boast up the immune response to control and kill the virus (Kumar and al, 2020). Interferons are said to provide innate antiviral protection. A study on SARS-CoV and MERS-CoV has shown that these two corona viruses have the mechanism to slow down interferon production (Wu and al, 2020). However further research is required to study antiviral effects (Prokunina-Olsson and al, 2020).

2.1.3.2.4. Nelfinaviro, Tenofovir and Emtricitabine

Nelfinaviro is a protease inhibitor and an antiviral drug used in the treatment of AIDS (Kumar and al, 2020). According to a study, nelfinaviro was able to reduce the cytopathic effects of the SARS-CoV virus and also inhibits its replication (Kumar and al 2020). Since SARS-CoV-2 is quite similar to SARS-CoV it could be a possible form of treatment (Yamamoto and al, 2004). Tenofovir and emtricitabine are reverse transcription inhibitors and inhibit viral RNA synthesis (Nature Biotechnology, 2020).

2.1.3.2.5. Favipiravir

It is a broad-spectrum antiviral that inhibits RNA-dependent RNA polymerase of RNA viruses. It is commonly used in Japan against the influenza virus (Furuta, Komeno and Nakamura, 2017). It is being explored for it efficacy against SARS-CoV-2 (Cai and al, 2020).

2.1.3.3. Anti-bodies and Convalescent Plasma Therapy

Convalescent plasma is the liquid portion of blood containing water, salts, antibodies and proteins from people who have recovered from COVID-19(Kumar and al, 2020). The anti-bodies in the plasma are produced by the B cells of the immune system. The plasma of recovered people contains anti bodies produced during infection. These antibodies are injected into people who currently have the infection to help their immune system. This technique can be used for prevention as well as treatment of COVID-19 (Piyush, Rajarshi and Ray, 2020, Nagoba and al, 2020) This treatment has been used for treating SARS, H1N1 influenza, Ebola and other viral diseases (US San Diego news Centre, 2020). Aside from the risks associated with transfusion plasma therapy is considered safe (Chen and al, 2020).

2.1.3.4. Mesenchymal Stem Cells

These are multipotent stem cells that can be isolated from various tissues like bone marrow, dental pulp, adipose tissue and fetal liver tissue (Golchin, Seyedjafari and Ardeshirylajimi, 2020). They have been successfully used to treat autoimmune diseases like multiple sclerosis and arthritis and also to prevent rejection of organs after transplant in the past (Luque-Campos and al, 2019). The main reason why COVID-19 is life threatening is due to the cytokine storm that further leads to ARDS and multisystem organ failure. Stem cell therapy is thought to prevent the cytokine storm and promote repair of damaged tissues by reducing the amount of pro-inflammatory proteins and by increasing the number of anti-inflammatory proteins (Kumar and al, 2020).

2.1.3.5. Development of vaccine against COVID-19

Vaccines for COVID-19 are being developed all over the world to induce immunity against this disease (McCreary, Pogue and Pharmacists, 2020., Jomah, Asdaq and Al-Yamani, 2020). According to the WHO draft titled ‘Landscape of COVID-19 candidate vaccines’ that was published on 12 November 2020, 48 candidate vaccines were in the clinical evaluation stage, while 164 vaccines are in the pre-clinical evaluation stage (WHO, 2020). The WHO initiative COVAX is the world's biggest and most extensive vaccine portfolio of COVID-19. The Coalition for Epidemic Preparedness Innovations (CEPI), the Global Alliance for Vaccines

and Immunisation (GAVI), the Vaccine Alliance, and the WHO are working together for COVAX. It is the only global programme partnering with governments and manufacturers to ensure that COVID-19 vaccines are available in both higher and lower income countries around the world (WHO, 2020., WHO, 2020). COVAX facility is the vaccine pillar accelerator of Access to COVID-19 Tools (ACT) aiming for innovative and equitable treatment and vaccine (Adidja and al, 2022). It is a global mechanism for pooling resources and requests for COVID-19 vaccines to ensure that low income countries can have access to COVID-19 vaccines at the same time as high income countries (Adidja and al, 2022). Equal access to a vaccine for COVID-19 is important not only for prevention but also for preparation of recovery from the current pandemic (Kumar and al, 2020) The COVAX Facility is playing an important role in ensuring that all countries will have equal access to and balanced delivery of vaccine doses in the biggest portfolio of applicants in the world (Von Bogdandy and Villarreal, 2020). CEPI leads the research and development work on COVAX vaccines, and it aims to produce three effective and reliable vaccines that can be made accessible to countries involved in the COVAX Facility. CEPI officially promotes nine candidate vaccines, seven of which are currently in clinical trials (Callaway, 2020). In any case, researchers have to ensure that the COVID-19 vaccine is suitable for the elderly population as well as people with comorbidities (like hypertension and diabetes), as these classes of patients are at the highest risk (Kumar and al, 2020). Also, the greater the similarity of the vaccine to the pathogen, the better will be the immune response generated against the disease. The extent of protection offered by the vaccine also needs to be established and it is likely that patients may require more than one dose of the vaccine to sustain continued immunity to the virus (Kumar and al, 2020).

After the discovery of the first positive cases in Cameroon, the Prime Minister Joseph Dion Ngute closed its land, air and sea borders. Following this, the minister of public health announced the imminent launch of a coronavirus test campaign in the city of Douala with dedicated teams of medical personnel to go from door to door in the country's economic capital. From the 10th of April 2020 the government took 7additional measures to stop the spread of COVID-19 in Cameroon. These were, wearing of face masks in all open and public places; local production of drugs, screening tests, protective masks and hydro-alcoholic gels; establishment of specialized COVID-19 treatment centers in all regional capitals; intensification of the screening with the collaboration of the Centre Pasteur; intensification of the awareness campaign in urban and rural areas in both official languages; continuation of

activities essential to the economy in strict compliance with the directives of march 17 2020 and sanction.(CRTV, 2020).

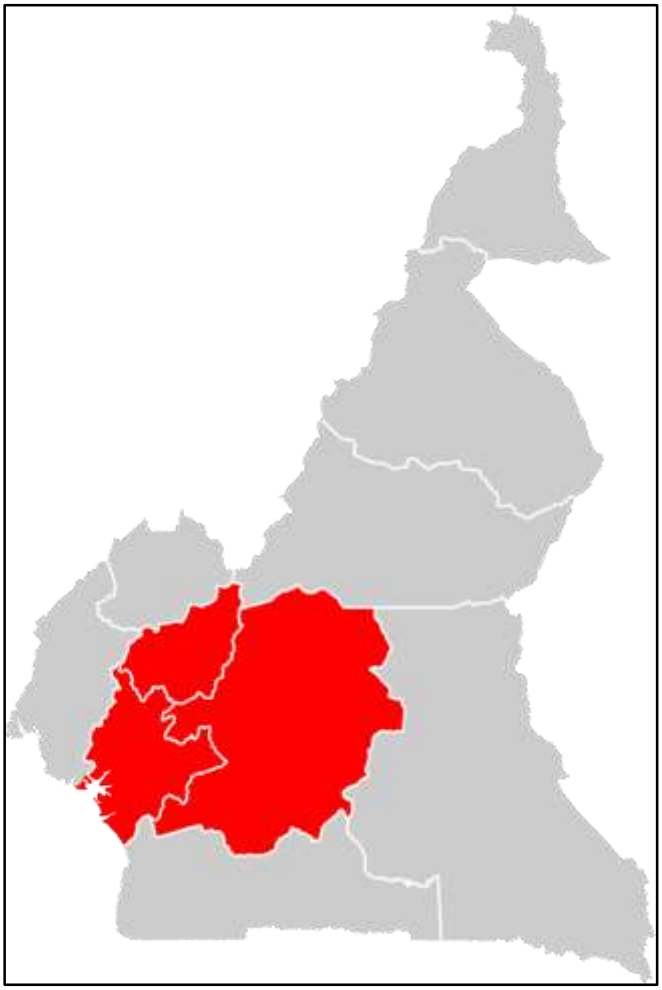

Figure 1: Confirmed cases by region as of 7th February 2021

Confirmed cases 120967

Deaths 1933

Territories: Yaounde, Douala, Bafoussam

Source: Government website

After the discovery of the first positive COVID-19 case in Cameroon in March 2021 there was an upsurge in cases across the country. According to the 73th situation report, 57337 confirmed cases of COVID-19 were reports with 243 health workers affected and 851 deaths (Adidja and al, 2022). This placed the population at a high risk of contamination. Between February 25th and march 3 2021(Ministry of Public Health, 2021) the number of

new case of COVID-19 rose at a time when the scientific community had a new response to the pandemic.

Cameroon in a bid to carry out a full COVID-19 vaccination campaign developed a national deployment and vaccination plan whose approach provided for a gradual deployment of vaccines through 15pilot sites identified for the first vaccine allocation (Ministry of Public Health, 2021). After receiving 200.000 doses of Sinophram from the Chinese government on the 17th of April 2021cameroon also received 391200doses out of the 1200000 doses of Covishield vaccine awaited. This campaign took place from April 26 to April 30th 2021in the countries 10 regions (Adidja and al, 2022). The motivational force behind the COVID-19 vaccination campaign was- the epidemiological situation of the country with increase cases of COVID-19, reduction in morbidity and mortality due to COVID-19, maintain health services and to reduce transmission to decrease socioeconomic disruption. (Adidja and al, 2022). The vaccination campaign aimed at vaccinating 5400.000 people against COVID-19 by the end of 2021 and 15million Cameroonians by December 2022 in order to reach the threshold vaccination coverage expected to confer herd immunity (World Population Clock, 2022). In an attempt to bring the COVID-19 pandemic to an end, the world needs to be immune to the virus. The safe way to achieve this is with a vaccine. Vaccines are a technology that the humanity has often relied on in the past to bring down the death toll of infectious diseases. Within less than 12months after the outbreak of the pandemic several research teams rose to the challenge and developed vaccines that protect from SARS-CoV-2(Mathieu and al, 2021).

Working under the canopy of COVAX facility to which Cameroon subscribed to, a number of corona virus vaccines have been developed. 67.2% of the world's population has received at least one dose of the COVID-19 vaccine. 12.4billion doses have been administered globally and 6.65million are now administers each day. Only 20.2% of people

in low income countries have received at least one dose (Mathieu and al, 2021).

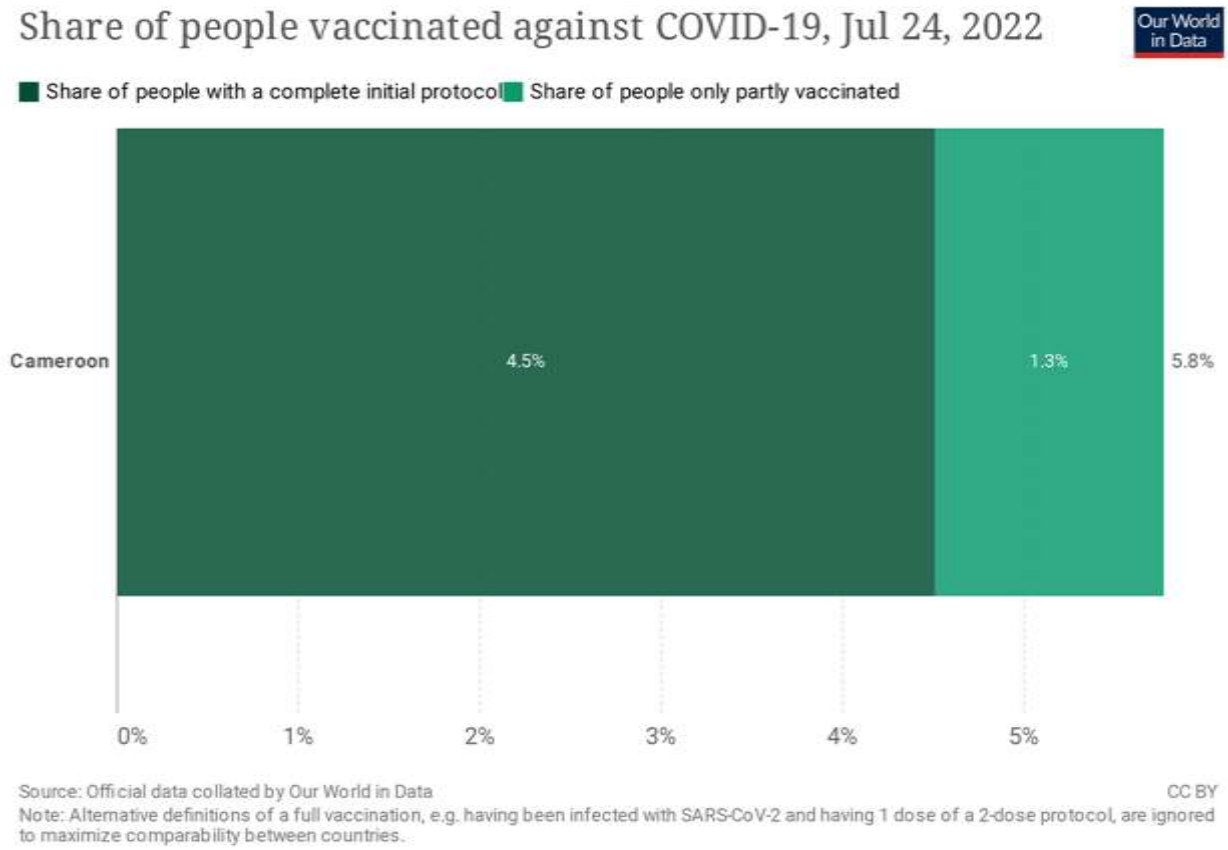

Figure 2: share of people vaccinated against COVID-19, by July 24, 2022

In Cameroon, four vaccines were approved by the Cameroon's National Scientific Council and National Immunization Technical Board to roll back the pandemic in the country (CRTV, 2021). This included Sinopharm by china, AstraZeneCa by Britain, Johnson and Johnson by America and Sputnik by Russia. Cameroon launched the first phase of the vaccination campaign against COVID-19 on April 13th 2021 few hours after the arrival of 200.000 doses of the Sinophram vaccine donated by China (CRTV, 2021). The vaccines were quickly dispatched to 243 vaccination centers across the countries ten regions. Health personnel, persons above 50 of age and those suffering from pre-existing health conditions, teachers, bike riders and taxi drivers happen to have been first set of people to have taken the first dose of vaccines.

Sinophram is a vaccine created by the china national pharmaceutical group pharmaceutical industry company to fight the pandemic that started in the country before separating to other countries. The vaccine has not been widely used in the country because of

low prevalence, but it has been approved for emergency use in many countries outside china. According to clinical trials Sinophram is 86% efficient (CRTV, 2021).

AstraZeneCa is one of the most dispute COVID-19 vaccine that is also in Cameroon's list of approved vaccine. Shortly after its introduction many countries discontinued the use of the vaccine because of the lack of data on its effectiveness in older people. South Africa and a host of European countries including France Germany, Denmark stopped use of the vaccine. But WHO, Europeans Medicines Agency (EMA) and the African union (AU) later said AstraZeneCa was 70% effective and the benefit of the vaccine outweighs possible risks. Nonetheless Cameroon still suspended plans to acquire the vaccine. Public health authorities said the vaccine could not be used if doubts in its side effects persisted but after observing sometime the country is making a U-turn (CRTV, 2021). A total of 391,200 AstraZeneCa vaccines were expected in Cameroon in April 17th 2021 but the end of May 2021 Cameroon receive 1752000 vaccines of AstraZeneCa.

4000000 doses of Johnson and Johnson, the vaccine produced by the American Multinational Corporation were dispatched into Cameroon in April 2021. As of April 12, over 6.8million doses of the vaccine had been administrated to persons in the USA. Johnson and Johnson on like other vaccines is administered in just a single shot in persons age 18 and above. It is 66% effective lower than other vaccines with 95% efficacy. But the US center for Disease Control and Prevention and the US FDA called the use of the vaccine halted following reports of blood clots similar to those reported by several European countries after us of AstraZeneCa (US FDA, 2020., CRTV, 2021).

The national order of doctors in Cameroon received 1200doses of Sputnik. It was created by the Gamaleya Research Institute of Epidemiology and Microbiology. Despite having 91% effectiveness the EMA reviewed the medicine following the deaths of four people in Russia shortly after taking the vaccine (CRTV, 2021).

The campaign for vaccination took place between April and May 2021 in the countries 10 regions. But then individuals did not effectively follow the timeliness of the vaccine. This is because some people took first doses and did not complete the other doses. The percentage of people who received the first ode and did not receive the second dose varied from 57.6% for April 12 to May 3 2021(figure 1) to 96.4% for April 20 to May 11 2021(figure 3). Data communication was not systematic for all ten regions. The total of social mobilisers deployed to the field stood at 3341, 473538 households were visited, 1004699 people were sensitized and 670695 targets were counted (Adidja and al 2022).

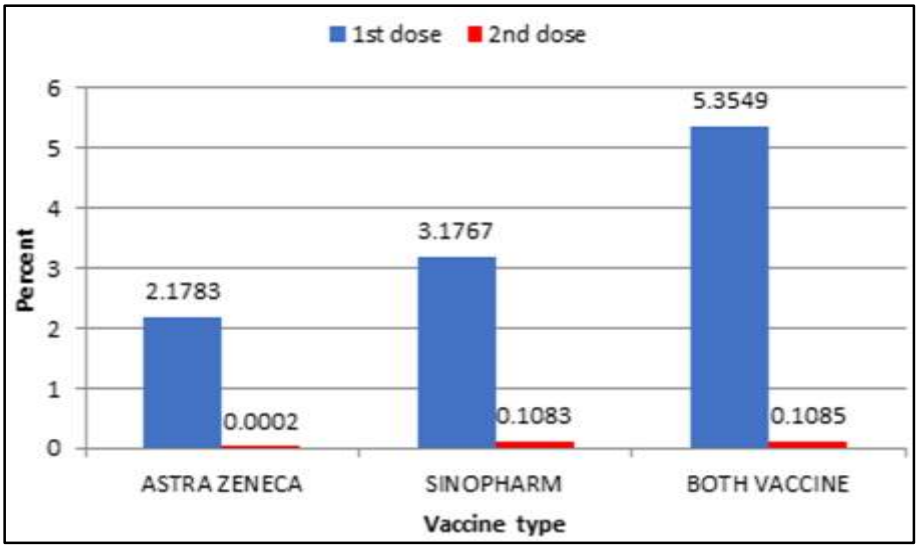

Figure 3: Coverage (in percentage) by does of each vaccine uptake from April 12 to May 11 2021(below vaccine uptake and coverage).

Source: Adidja and al (2022)

The vaccine had some adverse effects the incidences that took place after vaccination. One death was notified in Adamawa region (Adidja and al, 2022). The highest incidences of adverse events following immunization (AEFI) were found in the South West and South regions with 0.54 and 0.32 per 1000 administered vaccine doses respectively. In total seventy-seven (0.017 per 1000 doses) minor cases and six severe cases of AEFI were reported during the first 30days. Specifically, for Covishield out of 26695 doses administered, 19(0.7 per 1000) minor cases and 1(0.04 per 1000 doses) severe AEFI cases were reported as against 58 (3 per 1000) and 5 (0.3 per 1000) cases respectively for Sinophram out of a total of 17696 doses administered (Adidja and al, 2022). Some side effects were also observed in patients some of which headache fever and myalgia.

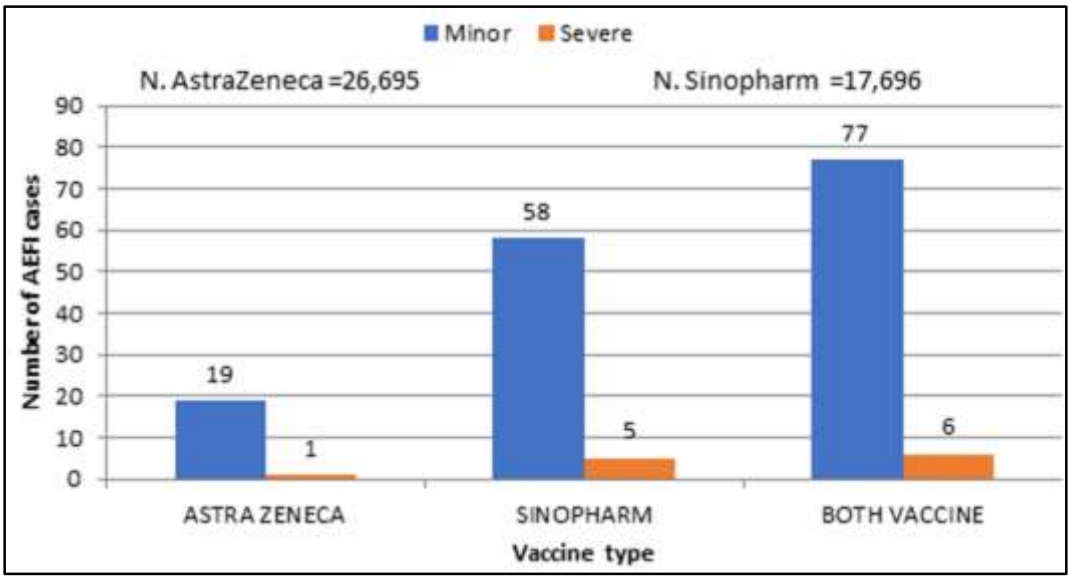

Figure 4: The number of AEFI cases by vaccine type and form

Source Adidja and al 2022

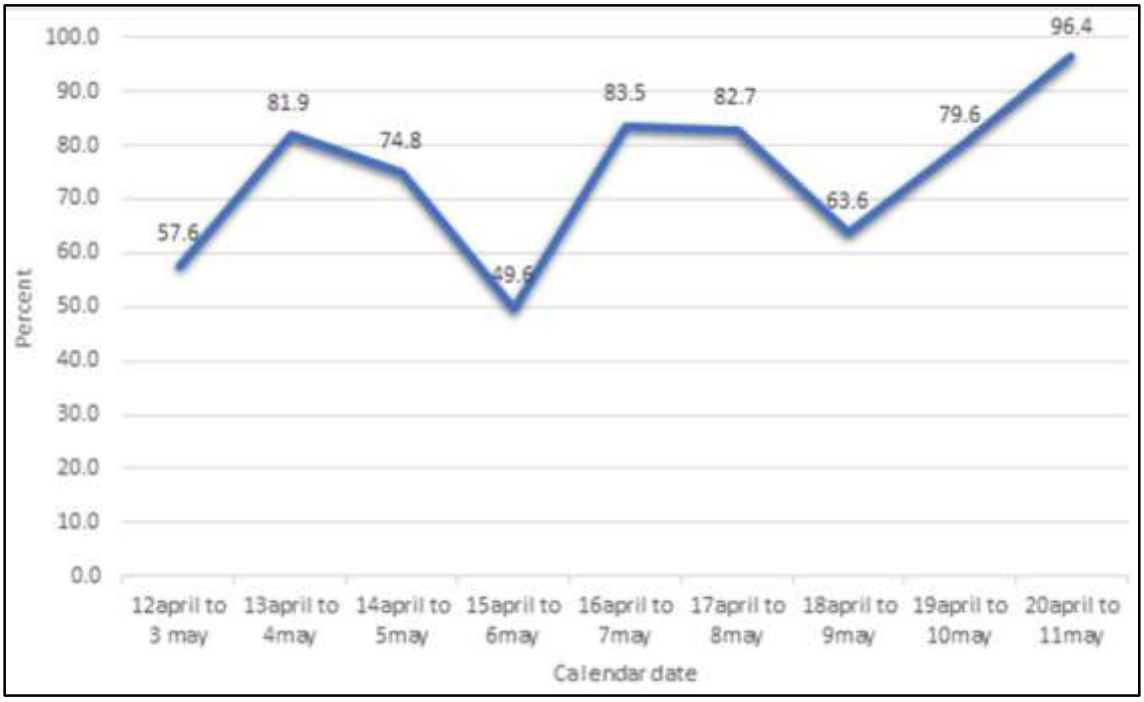

Figure 5: Percentage of persons who received first dose COVID-19 vaccine but did not come for the second dose after 21days (below vaccination timeliness of the second dose).

Source: Adidja and al (2022).

2.1.4. The consequences of COVID-19

2.1.4.1. On the society and economy

The covid-19 pandemic has led to loss of human lives worldwide. This presents a challenge to public health, food systems and world of work. According to the Congressional Research Service (CRS) the pandemic has disrupted lives across all countries and communities and negatively affected global economic growth in 2020 beyond anything experienced in nearly a century. It is estimated that it reduced the global economic growth in 2020 to an annualized rate of -3.2% with a recovery rate of 5.9% projected for 2020(Congressional research service CRS 2021). Global trade is estimated to have fallen by 5.3% in 2020 but projected to grow by 8.0% in 2021. Due to the human costs in terms of loss of lives a lot of people are at risk of falling into extreme poverty, the number of undernourished people has also increased and is currently estimated at 690million and could increase by up to 132million by the end of this year (WFP 2021). Some estimates show that 65 to 75 million people may have entered into extreme poverty with 80million more malnourished compared to pre-pandemic levels (CRS, 2021)

Millions of enterprises face an existential threat. Nearly half of the world's 3.3million global workforce is at risk of losing their livelihoods. Informal economy workers are particularly vulnerable because the majority lack social protection and access to productive assets. During lockdowns many are unable to feed their families. For many no income means no food or less food and less nutritious food. There have also been possible government budget cuts while the income of most households deprived of jobs has dropped (Stanistreet et al, 2021).

Human social relationships have also undergone some changes. The pandemic changed human relationships from face to face encounters to distant encounters following the maintenance of social distancing as a preventive measure. There have been travel restrictions workplace hazard controls and quarantines for suspected cases to avoid contact between individuals. The pandemic also has some psychosocial impact for students who are confined at home with limited interactions. For students the loss of contact with peers and teachers not having where to go to everyday every morning constitutes serious threats to the physical and mental health of most vulnerable children (Stanistreet et al, 2021).

The COVID-19 had grievous consequences on the Cameroonian economy. After the WHO declaration of the COVID as a world pandemic on the 11th of march 2h cases 2020, by

the 9th of June 2020 there were approximately 401000death cases (WHO, 2020). This hit hard on the world's economy as some researchers predicted a drop in GDP (Gross Domestic Product) by approximately 0.5% that is almost 3.trillion USD (Duffin 2020). But with the continuation of the pandemic and border shutdowns as a way of managing the pandemic within territories the loss has been estimated at 810.9 billion USD in global business travel revenue (Duffin, 2020).

Though the loss of life is not as high as in the western world, African countries have also been impacted. With the first case in Cameroon declared on the 6th of March 2020 the government took some measures to stop the spread of the virus. The Cameroonian economy before the pandemic was a weak economy as it was already plagued by crisis such as the Boko Haram attacks in the north and the separatist attacks of the NW and SW regions and political issues of the Central African Republic affecting the East region of the country.

In 2018 the period before the pandemic, Cameroon's GDP stood at approximately 38675205.29USD with the informal sector employing 90% of Cameroon's labor force representing 50% of the GDP (OIT, 2017).

With the outbreak of the pandemic and border shutdowns the demand and supply chain has been directly affected. This is because Cameroon depends on importation and exportation. The Cameroon government has estimated its economic growth to 4% for 2020 but this forecasting's based on the oil barrel price 57.9USD, inflation, management acceleration of growing economy etc. (Cameroon, 2019). One of the immediate consequences of the pandemic was the immediate dropdown of oil price and other products.

The Cameroon government estimated the state budget for 2020 at 4951700000000frs CFA that is approximately 85677700000USD (Cameroon 2019). With this budget relaying mostly on fiscal revenue and loans.

Table 1. Product and income applicable to Cameroon budget Law no. 023 of 2019 law of finances of the republic of Cameroon

Product	**Income**
Fiscal revenue	2962200
Donation/aid	102000
Social contribution	60000
Other revenue	595000
Loans	1232500

The pandemic has also affected the financial aid received by Cameroon. Being a worldwide pandemic many countries were affected especially large economic countries which participated in Cameroons economy through loans and donations and account for approximately 15% of government annual budget (PNUD, 2020).

Looking at local businesses in Cameroon the SW and NW regions account for 16.5% of Cameroon's GDP (Mbadi, 2019). But following the crisis in these regions and the fact that the COVID-19 hit the country just at a time the economy of the country was weak all activities were on hold. Worldwide lockdowns were going to create shortages in input, create a slowdown in economic activities because Cameroon's relied more on importation as forecasted by PNUD (2020).

The tomato and chicken sectors were highly affected by border lockdowns following the fact that Equatorial Guinea and Gabon are the countries that determine tomato prices with a price dropdown to 80% (Sopponntouba, 2020). GICAM (2020) carried out a survey between the 13th to the 21st of April 2020. In a sample of 100 enterprise, 92% admitted that the pandemic has hampered their turnover, 44% of the companies declared that their purchases have been affected.

Apart from affecting enterprises the pandemic also had consequences on human resources with the most felt being workers who were laid off duties. According to Cameroon's national institute of statistics (2020) over 50% companies cut employment with the most concerned being education 92%, hospitality and restaurant 71%, extraction 76% and sericulture 73%(statistics, 2020). Apart from facing job loss others faced salary reductions. In a survey by GICAM from June to April 2020, on 225 companies, 14000 people lost their jobs while 53000 were on technical unemployment (Dougueli, 2020). These heavy consequences on the country showed that the country just like any other nation was not ready for the pandemic as its impact has been heavy following job loss, economic slowdown, business closures etc.

The pandemic also had an impact on economic policies. Following the delayed response, central banks and authorities in developing and emerging economies engaged in ongoing series of interventions in financial markets and national governments adopted fiscal policy initiatives to stimulate their economies (CRS, 2020). The Bank of International Settlements (BIS) characterized the pandemic as fully global in nature eliciting a fiscal, monetary prudential response that surpassed that of the global financial crisis of 2008-2009. The BIS argued the evolving nature of the health crisis caused the financial crisis to evolve as

well changing from a liquidity crisis to a solvency crisis that could have been worst had the economic recovery been delayed. As the economic conditions deteriorate in the first half quarter of 2020 large internally active banks tripled the amounts of assets held as loss provisions according to the BIS (2021). But with improving conditions in the 2nd quarter of 2020 banks began reducing their asset holdings and by the end of 2020 loss provisions had returned to pre-pandemic levels.

The pandemic equally had some economic challenges on the global growth of the economy. During the outbreak of the pandemic global economic growth was being affected by the impact of growing trade, protectionism, trade disputes among major trading partners, falling commodity and energy prices and economic uncertainties in Europe over the impact of the UK withdrawal from the European Union. For individual nations this was a solvable challenge but collectively it weakened the global economy and reduced the available policy flexibility of many national leaders especially among the leading developed economies. While the global impact has become less uncertain the combination of policy responses may continue to have a significant and enduring impact on the way businesses organize their work forces, on global supply chains and on government responses to global health crisis (Christopher and Whorisky, 2020).

The IMF, OECD and the World Bank made forecasts concerning the economy during the pandemic between 2019 and 2020. This reflected the rapidly deteriorating state of the global economy and marked a decline in projected growths.

According to the OECD forecast released in September 2021, they estimated that the global economic growth had declined by 3.4% in 2020 but also estimated that the global economy would grow at an annual rate of 5.7% in 2021 and 4,5% in 2022 assuming continued strong support from macroeconomic policies and accommodative monetary policies (OECD, 2020).

Following the slowdown in economic activity by the fourth quarter of 2020 and projected slow growth and partial recovery in 2021 the OECD estimated there would be long lasting consequences on the global economy including;

- Output was projected to remain around 5% below pre-crisis expectations in many countries in 2022 raising cost and consequently affecting vulnerable populations;
- Smaller firms and enterprise are more likely to go out of businesses;

- Low wage earners who lost their jobs less prospects of getting new jobs have less prospects of getting new jobs;
- People living in poverty will experience deterioration in their living standards;
- Children and youths from low SES backgrounds and less qualified adults struggle to learn and work from home with potentially long lasting damages (OECD, 2021).

The IMF labeled the projected decline in economic activity as a ‘‘great lockdown’’. It released a forecast concluding that the global economy was recovering but cautioned that the recovery was hampered by new variants of the virus (IMF, 2021). This estimates showed slower rates of growth for emerging and developing economies as health risk continue to exist thus holding back the full return to economic activity. The crisis had led to longer than expected supply disruptions which have led to inflation in many countries. According to the IMF global trade was projected to fall in 2020 by 8.2%. For 2021 and 2022 the IMF forecast indicated that global trade could grow by 9.7% and 6.7% respectively. Economic recovery was also growing to be uneven across countries depending on access to medical interventions, effectiveness of policy support, exposure to cross-country spillovers and structural characteristics entering the crisis. The IMF concluded that the forecast depended on factors such as length of the pandemic and required lockdowns, voluntary social distance which affect consumer spending, ability of displaced workers to secure employment in different sectors, global supply chain configuration that may affect productivity etc.

The World Bank on its part released its updated economic forecast showing that global economic growth would reach 4.3% in 2020 and 4.0% in 2021 compare with June projections of -5.2% for 2020 and 4.2% in 2021. The impact however according to the World Bank was going to fall heavily on developing and emerging economies that rely on global trade, tourism and commodity exports. Most emerging economies experienced lower growth rates and hence might experience low per capita income pushing many people to fall back into poverty.

2.1.4.2. On the school

The COVID-19 pandemic hit hard on the education domain. The disruption of educational activities has been immense. It disrupted the lives and learning of a generation of students seen through change in the school rhythm following the international lockdown and subsequent try closure of schools around the world by most governments in an attempt to reduce the spread of COVID-19 (Skulmowski & Rey, 2020). This resulted to recourse to

online learning and the use of the internet. Many institutions have been seen responding creatively to ensure continuity of learning through distance and online teaching and learning (Stanistreet et al, 2021; Beche, 2020). This was also echoed in the message of from the director general of UNESCO Audrey Azoulay

> *"the COVID-19 outbreak is a global public health crisis. It also resonates deeply at the heart of UNESCO's mission. COVID-19tells us scientific cooperation is key when dealing with a global public health issues.it tells us that continued education must be ensured when so many children today cannot go to school. It is a stark reminder of the importance of quality and reliable information at a time when rumours are flourishing. It tells us about the power of culture and knowledge to strengthen human fabric and solidarity at a time when so many people around the world must keep social distance and stay at home. UNESCO is fully committed to supporting governments in [promoting continued equitable and inclusive learning, open science, knowledge embedded in ethical principles and norms, respect for human dignity and rights, and culture sharing, as fundamental means to stand together and tighten bonds of our shared humanity*" (UNESCO, 2020).

In Cameroon, to ensure continuity of school and to safeguard passage of pupils from one class to another distant learning was encouraged and the schooling in shifts system was implemented (Beche, 2020). This unprecedented institutional lockdown is having severe impact on learners. The impact of COVID-19 was expected to be dramatic in countries that already had low learning outcomes, high dropout rates and limited shock resilience (Huck and Tigran 2020). The sudden shift to distance mode of teaching and learning has highlighted and compounded existing inequalities in education (Stanistreet et al, 2021; Beche, 2020). The pandemic exacerbated previously existing inequalities that are being faced by most African countries with children from families with low SES who were already at risk of getting excluded from a quality education were at risk of being more affected than others. Following a HRW 2020 (Human Rights Watch) research on the impact of COVID on children's education in Africa presented at the 35th ordinary session of the African committee of experts on human rights and welfare of the child, results showed that most African children received no education after schools were closed across the continent. There is unequal access to distant learning facilities and both teachers and leaners experienced a lot of difficulties adapting to

the new tools (UNESCO, 2020). A large proportion of teachers had little or no knowledge of the pedagogy of online teaching before lockdown while in contexts where significant numbers of learners are from deprived areas and homes, out of reach of technology and the internet new gaps were created between learners (Stanistreet et al, 2021).This made learners to receive little or no teaching , feedback or interaction with their teachers as some teachers simply sent notes and assignments on the various teaching learning websites that were created or through some other commonly used platforms such as whatsap. The cost involved in distance education burdened some parents.

UNESCO's International Institute for Capacity Building in Africa (IICBA) with Education International as coordinator of the teacher development aspect of the Continental Education Strategy for Africa (CESA) launched a number of initiatives to assist countries to ensure pedagogical continuity despite the closure of schools. The IICBA organised a series of webinars to ensure sharing of information and experiences between countries on systems that guaranteed distance learning. It also launched a platform for the development and sharing of information and resources (UNESCO, 2020). This approach does not require internet connection but rather rely on the use of smartphones, USB keys, hand-outs, reading and writing materials as well as the use of the radio and television to broadcast so as to reach out to the most marginalised communities (UNESCO, 2020).

The education of the girl child unlike that of the boy was threatened. This is because with children staying at home most of the time some girls were being harassed by their fathers or uncles and also expected to take on childcare responsibilities and household chores following reports from the HRW. This made most girls to miss distance learning lessons or other forms of assistance.

Learners also suffered a digital divide due to limited access to technologies which are increasing indispensable for education. Lack of access to radios, television, computers, internet and data left many students unable to engage in remote learning. Access to technological devices and data was limited as this was the principal means of teaching and learning during the closure of schools. The challenge to ensure learning continuity at an unprecedented scale led UNESCO to launch the Global Education Coalition in March 2020 (UNESCO, 2020). This was aimed at bringing together multilaterals, technology companies, civil society and non-profit organisation and other partners, the coalition with the aim of matching country's needs with expertise, tools and resources to find appropriate inclusive and equitable remote learning solutions leveraging high-tech, low-tech or non-tech approaches (UNESCO, 2020). UNESCO offices and institutes in Africa have actively mobilised coalition

partners around key requirements including teaching and learning, digital content and connectivity. In addition, UNESCO has signed joint statements with the South African Development Community (SADC) and Economic Community of Central African States (ECCAS) to support governments in ensuring learning continuity (UNESCO, 2020).

Children living in rural areas were less likely to have resources to adapt and implement measures needed to adapt implement measures needed to continue education during closure of schools including access to the internet and flexibility to shifts school calendars. This widespread closure of schools increased risk of school dropout and child marriage, pregnancy and parenthood. This digital divide was also reinforced by digital illiteracy on the part of a high proportion of teachers and learners who were not familiar with the use of digital devices as well as internet platforms. Digital literacy has been recognised as one of the indispensable elements of children's right to education.

The COVID-19 limited education as the educational options became fewer with the impact felt by people and families with low SES. Online programs have shifted the labour of education from schools to families and parents in particular as well as individuals. Most people who relied on the school rather than computers and the home for education faced a lot of difficulties accessing education (Goudeau and al 2021). The OECD has created a framework to guide an education response to COVID-19 for distance learning. According to OECD studies school performance hinges critically on maintaining close relationships with teachers. This is particularly true for children from disadvantaged backgrounds that may not have the parental support they need to learn on their own.

2.2. THE STATE OF AFFAIRS ON PARENTAL MONITORING

The family being a society's writ large is the primary social environment that builds and impacts the behavioural patterns of children and adolescents. A growing body of research has examined the relationship that exists between parental monitoring and its role in children's learning. Monitoring of children's activities incorporates being involved in the child's educational activities. Hill and Taylor (2004) demonstrated that that parental involvement is associated with children's learning outcomes. This kind of research advocated that teachers should motivate parents to participate in their child's education. According to Desforges (2003) in his study, what takes place at home has been considered as very significant factor in promoting achievement levels in pupils and students. Other researchers have reiterated the importance of the involvement of parents in the development of children at tender ages. Studies of such nature have given credit to parent involvement with many

outcomes such as educational achievement and cognitive development (Sylva et al, 2004). The presence of parental guidance, rules and high educational targets are relevant towards steering children towards positive outcomes.

2.2.1. Dishion and Mcmahon's model of parental monitoring: awareness of the child's activities and communication with the child

Dishion and McMahon (1998) in a study on parental monitoring and prevention of child problem behaviour define parental monitoring as *''a set of correlated parenting behaviour's involving attention to and tracking of the child's whereabouts, activities and adaptations''.(p. 61)* Parenting practices are a means through which children's safety is ensured (Peterson, Ewigman, and Kivlahan, 1993). Dishion and McMahon (1998) revealed that monitoring is considered to be central to the behaviour change process and they equally propose that parental monitoring is a necessary but not sufficient condition for effective parenting and for improved adaptation for the child as well as serving as a protective factor for children living in high risk settings. Dishion and McMahon (1998) establish a link between parental monitoring and childhood problem behaviour in three areas which are safety and injury, antisocial behaviour and substance use. A castellation of family factors relevant to parental monitoring such as family disorganisation and poor parental supervision constantly provided the best predictions of adolescent problem behaviour even in comparison with problems behaviour in childhood (Dishion and McMahon 1998). As children approach adolescence they spend a lot of time in unsupervised activities and individual differences in parents monitoring practices correlated with levels of antisocial behaviour in boys.

Dishion and McMahon (1998) came up with a parenting triad made up of motivation, parental monitoring and behaviour management as being embedded in the parent child relationship. This relationship is commonly used in most developmental theories that focus on parenting practices. To them the adult assumes leadership in the parenting model thereby promoting a natural hierarchy in the parent child relationship. Parents have to respond to the ecology and age of the child. This is described through the relationship quality, limited setting, positive reinforcement, problem solving and involvement. Motivation represents parent's belief system or socio-cognitive system including norms, values and parenting goals. Parental monitoring represents the tracking and structuring of the child's activities and ecology. And behaviour management deals with the parent's active attempt to shape child's positive outcomes by using incentives, reinforcement, limit setting and negotiation.

Parent-child relationship is the foundation of parental motivation, monitoring and behaviour management. A positive parent child relationship motivates parents to monitor their child and to use healthy behaviour management practices. For instance, the parent child relationship maybe be stressed when the child becomes an adolescent and demands autonomy (Galambos, 1992) which might in turn lead to a deterioration in parenting practices. Monitoring a child's activities is very important in establishing and maintaining a positive parent-child relationship.

Parental monitoring is influenced by the ecology of the child and varies with age and community within which the family resides. For infants and toddlers, the home setting is most common but once children enter school monitoring the child's attendance, behaviour and academic achievement becomes very important. This is because the peer group assumes an increasing place in the child's life hence making focus on children's associates and their activities and whereabouts in the community a prior concern of the parents (Dishion and McMahon, 1998).

There are also other contextual influences such as the structure of the family, the safety of the neighbourhood, cultural variations that must be considered in monitoring. Monitoring may vary as a function of the number and availability of parental figures. Monitoring may be less effective in a family headed by a single parent who is socioeconomically disadvantaged than in a middle class with two parents or a single parent family with sufficient income and a supportive parenting network (Dumas and Wahler, 1983). The nature of the neighbourhood may play a role in the level to which high levels of parental monitoring may be warranted (Richters and Martinez, 1993). This shows that monitoring could be a protective factor that can lead to lower rates of delinquency and drug abuse in high-risk environments (Wilson, 1980).

The role of parental beliefs and values play a role in affecting parenting practices as they are related to how important parents consider monitoring to be important or necessary in their cultural context. This may serve as a drive behind parenting behaviours and may also moderate external factors such as life stressors on child behaviour (Johnston, 1996). Parental beliefs about the value of parental monitoring are necessary but not necessary for sufficient supervision to take place (Harris and McMahon, 1996). This is because parents, due to their beliefs might not belief that monitoring is necessary. This is seen through values such as the differential treatment of boys and girls (Fagot, 1978)

In another study, Patterson and Dishion (1985) showed that parental monitoring has both a direct and indirect effect on delinquent behaviour with the indirect effect mediated

through adolescents' involvement with delinquent peers. Dishion and McMahon (1998) postulate that adolescents often make it difficult for adults to monitor their whereabouts, associates and activities. This has led to the conclusion that antisocial behaviour can be an outcome of a progression from relatively trivial behaviours to increasingly dangerous behaviours (Patterson and al, 1992). Thus wandering and deviant peer involvement accounted for growth in problem behaviour throughout adolescence and poor parental monitoring and limit setting accounted for the initial levels of antisocial behaviour serving as the starting point (Patterson, 1993). Dishion and McMahon (1998) also think that poor parental monitoring is associated with smoking and one setting that is prevalent and troublesome to mid-school youth is the home of an unsupervised child. Friedman, Lichtenstein and Biglan (1985) found that over 80% of smoking initiation episodes occurred in friends' homes without a supervising adult. Dishion and McMahon (1998) admit that parental monitoring has been found to be correlated with risky behaviours leading to accidental injuries, antisocial behaviours in childhood and delinquent behaviour and substance use in adolescents.

Dishion and McMahon (1998) adopt a model of parenting which promotes a natural hierarchy in the parent child relationship in which adults assume leadership which requires responsiveness to the age and ecology of the child and is based on the quality of the parent child relationship. To them parenting practices are dynamically connected within a system of task and interactions that mutually dependent and hierarchically embedded (Dishion and McMahon, 1998). This parenting model consist of three behaviour change phases which include motivation which represents parents' belief system including norms and values, parental monitoring consisting of the tracking and structuring of the child's activities and ecology and behaviour management consisting in the parents active attempt to shape positive child out comes by using incentives, positive reinforcements, limit setting and negotiation. All these three aspects combine to shape the quality of the relationship that exists between the child and the parent (trust and security involvement). From several parenting measures on the prevention of adolescent problem behaviour, Dishion and McMahon (1998) try to define parental monitoring from the area of problem behaviour. Concerning areas of antisocial behaviour and substance use, parental monitoring which is also conceptualised as supervision is considered to be *''parental awareness of a youths' peer group and his or her whereabouts in the neighbourhood''* (p. 64). To researchers of injury prevention, it is the extent to which parents supervise their children in the home based on beliefs and values rather than practices. Dishion and McMahon (1998) broadly define parental monitoring as *''a skill that is relevant to parenting from infancy through adolescence, and perhaps even into young adulthood'' (p.*

65). These definitions show that the ecology of the child varies with age, community and the family.

From infants to toddlers the home setting is common but once they enter school monitoring of the child's attendance, behaviour and academic attendance become important and in later school it becomes important that monitoring also focuses on peer associations, activities and whereabouts in the community (Dishion and McMahon, 1998). Thus prevention of child problem behaviours must take into consideration the motivation by parents to monitor, parental monitoring skills and the changing ecologies in which children are found. (Dishion and McMahon, 1998). Parental monitoring to Dishion and McMahon (1998) is relevant to children's adaptations as seen from the broad definition they give the construct

> *''Monitoring of the child by parents is one component in the castellation of effective child rearing practices. Parental monitoring includes both structuring the child's home, school and community environments and tracking the child's behaviour in those environments. Parental monitoring is relevant to children's adaptation from infancy into young adulthood and should be developmentally, contextually and culturally appropriate. Positive parental social cognitions concerning monitoring are a necessary but not sufficient prerequisite for the successful implementation of parental monitoring practices'' (p. 66).*

2.2.2. Epstein's model of parental involvement

Parental monitoring involves parent's involvement in the child's education. The role of parental involvement was underestimated before Epstein's (2011) seminal work on parent's engagement. Epstein (2011) postulated that parental involvement is a partnership in which the school, the family and the community share responsibility on children's *"learning and development" (p.4)*. This responsibility included exchange of shared information about the ideas, activities and services between the school and parents that can help the assist learners in their education. Epstein (2011) came up with six types of parental involvement in his conceptualisation of parental involvement. These different types of parental involvement provide a framework for educational systems to guide educators in understanding the child's immediate environment and to provide support to parents to help them become actively involved in their children's academic experiences (Benjamin, 2015). His idea of parental

involvement is based on the theoretical framework of *''overlapping spheres of influence''* (Olsen & Fuller, 2012, p. 134) which states that children develop higher academic skills with the support of parents, school and the community working together. To Epstein (2005) this theory can be used to evaluate *''teachers and administrators understanding of teaching''* and ways of facilitating children's learning *''with connections of home, school and community'' (p. 126).*

Parental involvement in a child's education helps bring about substantial contribution to several positive outcomes for children. This could be high expectation of children, improvement in academic performance and good behaviour. To Epstein (1992) parents' involvement in their children's education brings about better school attendance, low use of drugs and alcohol, lower suspension rates and lesser violent behaviours in children. The six types of involvement according to Epstein include; parenting, communication, volunteering, learning at home decision making, collaborating with community.

2.2.2.1. Parenting

To him parenting involves taking actions and carrying out activities that ensure children's learning and cognitive development from good nutrition to health. Epstein (2011) thinks that parents play a major role in raising their children and for parents to meet their children's needs it is important for schools to support parenting skills and help parents develop strategies to work with their children. To this, Epstein (2011) suggested that schools should regularly collect information such as *''background, cultures, talents, goals and expectations for students'' (p.419).* Such information will help the school to understand ways of meeting the needs of both children and families. To Epstein (2011) schools should provide workshops for families to take part so as to enable them have knowledge about their children's development. Though some parents may not be able to attend such workshops due to the fact that they may be *"busy with other children, working outside the home, living far from school, speaking a different language"* (p.420), this does not mean that they are not interested in their child's education (Epstein 2011). And to him parents who cannot attend these workshops should be able to receive information through other means from the school. Parenting helps families establish home environments to support children as students.

Parenting enables children to be aware of family supervision and respect for parents, development of positive personal qualities, habits, beliefs and values as taught by family. Creates a balance between time spent on chores or other activities and on homework. There is also good or improved attendance by children in school brought by an awareness of the

importance of school. For parents there is an improvement in the understanding of and confidence about parenting, child and adolescent development and changes in home conditions for learning as children proceed through school. There is also an awareness of one's own challenges as well as those of others in parents, feeling of support from school and other parents. For teachers there is greater improvement in understanding families' background, cultures, concerns, goals, needs and views of their children. Teachers also develop respect for family strengths and efforts as well as an understanding of student's diversity. This also brings about an awareness of teachers' skills to share information on child's development.

2.2.2.2. Communication

Communication designates effective forms of school to home or home to school communication about school programs and children's progress. Communicating deals with all information related to a child's academic development from the home to school. According to Epstein (2011) schools should inform parents of all school related events concerning the child and this communication is a two-way process of school and family and both parties should be involved. To him conferences should be held with every parent at least once in a year, get language translators to assist families as needed and regular schedules for useful notices, memos, phone calls, newsletters and other communications.

When communication is clear there will be a clear understanding of the role and responsibility that both parties have in helping volunteer which can help the child succeed academically (Epstein, 2011). This is beneficial to students in that it brings about awareness of one's own progress and of actions needed to maintain or improve grades, an understanding of school policies on behaviour, attendance and other areas of student conduct, informed decisions about courses and programs, awareness of one's own role in partnership, serving as courier and communicator. For parents communication helps parents to have an understanding of school programs and policies, monitoring awareness of child's progress, responding effectively to student's problems, interaction with teachers and ease communication with school and teachers. As for teachers, there is increased diversity and use of communication with families and awareness of one's own ability to communicate clearly, appreciation for and use of parent network for communication and an increased ability to elicit and understand family views on children's programs and progress.

2.2.2.3. Volunteering

Volunteering deals with the attendance of school programs and events concerning classroom activities and school governance. Epstein believed in supporting parents in children's education. His belief about volunteering is that schools should provide ways through which parents can volunteer in school. To Epstein most schools face challenges in motivating parents to volunteer *as ''families do not feel valued as volunteers''* (Epstein, 2011, p.437). To solve this, schools can implement policies and procedures that indicate spelled out ways through which parents can volunteer in schools. Epstein considered volunteering as the most powerful strategy through which parents can be motivated to participate in children's education from the home. He saw volunteering as a way to recruit and organize parent help and support. This involved school/classroom volunteer program to help teacher's administrators, students and other parents. There should be a parent room or family center for volunteer work, meetings and resources for families. And annual postcard survey to identify all available talents, times and locations of volunteers.

Volunteering is beneficial for learners because it enables the learner to gain skills in communicating with adults, increased learning of skills that receive tutoring or targeted attention from volunteers, awareness of many skills, talents, occupations and contributions of parents and other volunteers. For parents, they are able to understand teachers job, increased comfort in school, and carryover of school activities at home, self-confidence about ability to work in school and with children or to take steps to increase own education, awareness that the families are welcomed and valued at school. Parents also gain specific skills of volunteer works. Teachers on their part gain readiness to involve families in new ways, including those who do not volunteer in school. Teachers gain awareness of parents talents and interest in school and children, develop greater individual attention to students, with help from volunteers.

2.2.2.4. Learning at Home

Learning at home involves homework, assisting the child at home encouraging hard work and moral and emotional support of parents to help children overcome their academic challenges. To Epstein (2011) learning at home deals with the reinforcement of school activities at home which involves effective communication based on collaboration between the school and the home concerning homework. The school is expected to provide information to families about how to help students at home with homework and other curriculum related activities, decisions and planning. To help learners learn at home the

school should provide information for families on skills required for students in all subjects at each grade as well as information on homework policies and how to monitor and discuss schoolwork at home.

From parents assistance at home with homework, learners can gain skills, abilities and test scores linked o homework and classwork, gain assistance in homework completion, positive attitudes towards schoolwork, view parents to be more similar to teachers and of the home as more similar to the school and the ability to develop a self-concept of ability as the learner. Parents on their part know how to support, encourage and help students at home each year, discuss about school, classwork and homework, understand instructional programs and what the child is learning in each subject, gain knowledge in appreciating teaching skills and an awareness of the child as a learner (Epstein, MacIver, MacIver, Sheldon 2021) and for teachers, makes them come up with better designed homework assignments, respect for family time, recognition of equal helpfulness of single-parent, dual income and less formally educated families in motivating and reinforcing student learning and satisfaction in with family involvement and support.(Epstein et al, 2021)

2.2.2.5. Decision Making

Decision making deals with parent's advocacy for children's interest and how they influence the school environment. Parents should be given the opportunity to make decisions concerning school related issues (Epstein, 2011). Families are included as participants in school decisions and develop parent leaders and representatives. Parents take part through the PTA, serve on committee boards and take on leadership roles and participation (Benjamin, 2015). Epstein (2011) called on schools to allow parents take leadership roles and voice their opinions concerning school related decisions for it improves the quality of parental involvement. This is seen from the awareness in learners about representations of families in schools and decisions, understanding that children's rights are protected and understanding that there are specific benefits linked to policies enacted by PTO and experienced by learners for the benefit of learners. Parents on their part are also aware of their part in policy making that affect child education, feeling of ownership of the school following the part they play in running school activities, awareness of parents voices in school decisions, shared experiences and connections with other families and an awareness of school, district and state policies on education. Whereas for teachers' decision making by parents creates awareness in teachers about parents' perspective as a factor in policy development and decisions and seeing family representatives on committees and leadership roles as equal (Epstein et al, 2021)

2.2.2.6. Collaborating with the Community

Collaborating with the community deals with how parents and the community apply community resources to support children's learning. Epstein 2011 considers this as an additional resource that contributes to children's learning outcomes. He sees the community as a resource tool that helps provide families with support in raising children leaning outcomes. Epstein recommended that schools should create partnership within agencies, businesses and the community, coordinate resources and services from the community for families, students and the school and provide services to the community. Parents can also provide information on community activities that are linked to learning, skills and talents, give social support and other programs and services. Other researchers supported that the community plays an integral part in successful outcomes and that schools should be supported so as to help meet the needs of children and their families (Gestwicki,2007). The study failed in identifying aspects of parental monitoring and how these can influence the performance of children in school. This idea of collaboration with the community is focused on what the community needs to do for the school as Amatea (2009) suggested *''Epstein's focus appears to be on what the community needs to do for the school'' (p. 183).*

Collaboration between parents and the community have profitable outcomes for both learners, parents and teachers (Epstein et al, 2021). For learners it increases skills and talents through enriched curricular and extracurricular and experiences, awareness of careers and options of future education and work and benefits to programs, services, resources and opportunities that connect students with community. For parents, collaborating with the community enables parents to have knowledge on the use of local resources by family and child to increase skills and talents to obtain needed services. Gives parents the opportunity to interact with other parents in community activities and brings an awareness of school roles in the community and of the community's contribution to the school. And for teachers, it creates an awareness of community resources to enrich curriculum and instruction, openness to and skill in using mentors, business partners' community volunteers and others to assist students and augment practices and knowledgeable helpful referrals of children and families to needed services (Epstein et al, 2021).

Epstein's model of parental involvement focuses on the one hand on collaboration and building of partnership between the family, the school and the community and on the other hand on active involvement of the family and the community in children's school activities as a way of helping learners succeed academically. McMillian (2005) thinks that to bring about

change teachers should take the responsibility of building strong relationships with parents and understand that parents are primary educators in children's development.

2.2.3. Kerr and statin model of parental monitoring: Parental knowledge of adolescent activity

Kerr and Stattin (2000) carried out a study in which they tried to show that parental monitoring is based on the knowledge that children disclose to parents about themselves. To them parental monitoring is not what parents do but what they know. A child's willingness to disclose information of his whereabouts and activities is the reason why parents monitoring efforts are effective (Kerr & Stattin in press). Kerr and Stattin (2000) identified three sources of parental knowledge;

- Child's free willing disclosure of information.
- Parental solicitation which they conceptualized as gathering of information about te child's activities by asking questions to the child, friends and parents of friends about the child's activities.
- Parental control which they also conceptualized as controlling adolescents' freedom to come in and go as they please without getting permission first or explain where they have been or what they have been doing.

The first is basically a child's effort while the other two represent parent initiated efforts to track the child's whereabouts and activities. Among these three constructs, disclosure of information was responsible for successful parental monitoring efforts more than parental tracking and surveillance and also responsible for low norm breaking in adolescents (Stattin & Kerr 2000). Kerr and Stattin (2000) thus think that monitoring used to refer to parental knowledge measures is a misnomer because what parents know is more of an activity of children than that of parents. Just like Eaton and Urban (2016) Kerr and Stattin think that parental monitoring has a causal effect. Parental monitoring is considered as having important outcomes for youths. Kerr and Stattin exposed this through four process:

- Parent driven processes in which monitoring efforts elicit disclosure and discourage delinquency.
- Disclosure driven processes in which youths' willingness to disclose information about themselves encourages parents to set rules that that require youths to tell their whereabouts and associations. Disclosure helps parents to reinforce laws that require youths to disclose information about them.

- Delinquency driven processes. Youth delinquency is the instigating factor affecting disclosure and delinquency. The more delinquent children are the more they hide information and the more they get involved in more delinquent actions.
- Youth driven processes which to Kerr and Stattin (2000) there might be no link between disclosure and delinquency hence affecting youth behavior as seen in the previous hypothesis.

Eaton and Urban (2016) equally carried out studies on parental monitoring in which they analyzed the major outcomes of parental monitoring, assessment and definition and a reconceptualization of the construct. Eaton and Urban (2016) consider parental monitoring to have a causal effect as they believe that parental monitoring has important outcomes for youths. These outcomes could be seen from delinquency, sexual behavior substance use, internet and other media use as well as across gender, race, culture and socioeconomic situations. To them, increased levels of parental monitoring are related to more beneficial outcomes for children and adolescents. Delinquency which is defined as childhood conduct problems such as violence (e.g., kicks, hits or bites other children) and destruction of property(e.g., destroys own or others belongings) (Kilgore et al., 2000) is associated with parental monitoring as higher levels of monitoring are associated with lower levels of delinquency for both boys and girls (Eaton and Urban 2016). Looking at sexual behavior, be it impulsive, developmentally inappropriate or put child's health at risk has a negative relationship with parental monitoring as higher levels of parental monitoring were associated to children who had never had sex (Borawski et al, 2003). Parental monitoring according to Eaton and Urban (2016) was responsible for lower levels of alcohol use coming from both mothers and fathers. Also in the context of the use of substances such as cigarette, narcotics, ecstasy and inhalants, there is a negative association to parental monitoring (Hoeve and colleagues, 2009). Associations were also made between parental monitoring and adolescent internet and media use and a decrease in problematic internet behavior was examined (Lin et al, 2009). Similarly, Khaurana, Bleakley, Jordan & Romer (2015) also found that adolescents reports of parental monitoring and parental efforts to regulate specific kinds of internet use was associated with reduced rates of online harassment. Also, further parental monitoring was associated with reduced rates of meeting internet persons in offline settings in adolescent girls who are at risk (Noll et al, 2012). Eaton and Urban (2016) equally looked at the positive outcomes that are associated with parental monitoring such as academic performance and psychological health. To them one of the most related positive outcomes is the grade point average (GPA) which is a numerical summary of student's grades. Students with higher GPA

scores tend to be monitored more than their peers with lower GPA scores (Jacobson and Crockett, 2000).

In addition to school performance and expectations about future education were also related as adolescent's expectation about how much school they would complete was associated with parental monitoring (Eaton and Urban, 2016). Higher levels of psychological well-being were also associated with high levels of parental monitoring in traumatic environments.

Eaton and Urban (2016) also addressed parental monitoring and gender considerations in which they addressed two areas in which parental monitoring relates to gender "*that is whether or not girls and boys differ in levels of parental monitoring they receive and whether or not the associations between parental monitoring and important outcomes differ between girls and boys*" (p. 4). To these two questions, the former showed differences between girls and boys and how much monitoring they received with high levels of monitoring associated to girls more than boys. To the latter it was difficult to come to a conclusion as some positive outcomes were larger in girls and others in boys. Thus parental monitoring maybe stronger in a given gender group depending on the particular outcome in question (Eaton & Urban, 2016, Eaton & al, 2009, Kerr & Stattin, 2000).

Eaton and Urban (2016) also examined parental monitoring across race/ethnicity and culture. To them the relations of parental monitoring only held one particular culture or sub culture the constructs utility would ultimately be limited. They admitted that parental monitoring shows different outcome across different groups as well as different SES backgrounds (Eaton and Urban, 2016).

Eaton and Urban (2016) see parental monitoring as causal. To them parental monitoring can be considered as having a causal effect as it stands as cause of low levels of delinquency as outcomes. Kristjansson et al (2010) also think that participation in community programs aimed at increasing monitoring leads to decrease in adolescent substance use. Low levels of delinquency are a consequence of high levels of parental monitoring. Though this conclusion cannot be generalized because most of these studies are cross-sectional and does not give room for general conclusions (Eaton and Urban, 2016). They also agree like other researchers that parental knowledge arose primarily from spontaneous adolescent disclosure of information to their parents rather than more active parenting behaviors such as solicitation of information, control and so on. (Eaton & Urban, 2016, Kerr & Stattin, 2000, Stattin & Kerr, 2000). Thus they call for the need of the reconceptualization of the parental monitoring

construct from knowledge disclosed my adolescents themselves to a parental activity so as to capture active parenting behaviors.

2.2.5. Research on the impact of parental monitoring on education outcomes

Kohl et al (2000) in their study also emphasized the need for a multidimensional conceptualisation of parent involvement that accounts for the distinction between parent-and school- initiated parent involvement and relies on ratings by multiple reporters (Kohl et al., 2000; Ho Sui-Chu, 1997). Kohl et al. in particular believe that making this distinction may help explain some of the contradictory research findings that have associated parent involvement with both positive and negative outcome.

Further, a 1994 study by Kohl and colleagues (as cited by Kohl et al) pointed to the quality of the parent-child relationship as being more strongly associated with child outcomes than the amount of parent contact. In another study on parent initiated-involvement, Eccles and Harold, (1996) just like Epstein also emphasized the multidimensional nature of parent involvement. They outlined five dimensions including; monitoring (how parents respond to teachers requests for helping their children with school work such as checking homework or listening to them read), volunteering at school (parents level of participation in activities at school during parent teacher organisation (PTO), involvement in activities related to homework, contacting the school about their children's progress and contacting the school to find out how to give extra help.

According to Kohl et al (2000), the monitoring and involvement dimensions appear to be two behaviours that are directly related to helping the child with homework and may be better conceptualised as one construct. The last two dimensions both involve contacting the school; in addition, these two were each measured by one item and therefore its reliability cannot be determined. Grolnick and Slowiaczek, (1994) also conceptualised three dimensions of parents involvement in school. This include behaviour (participation in school activities and helping with school work at home), cognitive-intellectual (exposing the child to intellectually stimulating activities) and personal (staying informed about the child's schooling) (Grolnick and Slowiaczek, 1994). this model of parental involvement is that the dimensions are broad, combining various specific types of involvement into each dimension. For example, the behaviour domain combines parent activities in the school with activities in the home environment (Kohl, and al, 2010).

Other research has shown that children after school spend most of their time on activities which are known to have devastating effects on their development and especially their performances in school.Johnson (1999) holds that children from two to eighteen years spend most of their time watching TV than other activities. In this same light, Helsper EJ (2013); Tyrlik M, Sykorova Z. (2011) also think that the prevalence of extensive time spent on screen-based activities such as playing games increasing in Slovak as well as in Czech children. Such activities turn to affect study time of children and adolescents and eventually their performances in class.

Gyamfi and Pobbi (2016) carried out a parental monitoring survey on child performances in Ghana in which they sort the effects of parental monitoring on children's school performances. To them parental involvement in child's education has substantial contributions towards several positive outcomes for the child. Both authors wanted to find out how various parenting aspects or family processes influence pupil achievement in the search for quality basic education in Ghana. They believed that one key aspect of parental involvement is the parents ability to monitor children's activities such as their time and choice of programs on tv, regulate playing time after school, supervise child to do homework (Gyamfi and Pobbi, 2016). Added to this Cho and Han (2014) also explained that parent monitoring activities include the ability of parents to regulate child exposure to media content especially TV and computer games, set time for child to study and complete their homework after school hours, regulate the time children spent paying after school, ability of parents to guide the academic progress by helping student to select subjects and the ability of parents to monitor the return of tier children from school. Children spend much time much time on activities such as playing, computer games, watching TV and do not study at home and the negative effects of such activities outweigh the positive and parents are supposed to take upon themselves to monitor the abilities of children (Gyamfi and Pobbi, 2016).

Their research was based on aspects of monitoring such as setting TV time, limit play time, monitor homework, select TV program for child, set time for children to come back from school, set study time and select subjects for children. The findings showed that parental involvement in monitoring activities towards child's academic work was low with the key contributing factor to low involvement being the work schedules and socioeconomic status of parents. Hence parents need to sacrifice to pay attention to child's activities. These findings were supported by Haas (1992), Milki and Peltola (1999) who stated that workplace barriers such as longer working hours are ranked by fathers as the most important reason for low levels of paternal involvement. Not only do these children suffer academically they are also

likely to have social and emotional difficulties. These studies did not take into consideration changes that can occur within the school setup and children's adaptation as well as parental adjustments of monitoring activities to help children adapt to new changes within the school milieu.

Research results from different studies have shown that parents who actively participate in their children's education at home showed better results (Kohl and McMahon, 2001). Parents can therefore create a motivating home environment to increase the interest of their children in academic activities as well as creating a competitive home environment to utilize the dominant faculties of the child (Qayyum, Madiha, Khaliq, Agha & Hassan, 2015). Parents through parental monitoring help children to complete their homework successfully which enables children to improve their self-confidence hence increasing their knowledge in academic activities (Ryker and Roger, 2009). Children have shown better academic results when their parents show active involvement in their learning process. (Fan and Chen, 2001).

Parental monitoring measures englobe child caring strategies, skills and behaviours that influence children's development which helps in bringing about the optimal growth of the child. This involves providing such care in different periods of a child's life from infancy to adolescence (Kocayoruk & Simsek 2016). Growing literature has revealed that in the infancy stage, cognitive motivational competence and healthy psychosocial development are promoted by attentive warm, stimulating, responsive and non-restrictive parenting skills (Volling & Belsky, 1991). During the preschool years high levels of parenting and control foster the ability to engage peers and adults in a friendly cooperative manner. As children grow older, parental use of induction or reasoning, consistent disciplining and expression of warmth have been found to relate positively to self-esteem, internalised controls, pro-social orientation and intellectual achievement during early adolescent (Conger & Galambos, 1997).

Parents who are warm, supportive and consistent in their behaviour and style of discipline can effectively support the child and adolescent development and children would benefit by having a close and involved relationship with both their mother and father (Kocayoruk & Simsek 2016). Parental monitoring is crucial in preventing achievement and educational problems as well as facilitating children development. Partnership between the home and the school creates a home school consistency which has been considered as very important in child development. Effective family school partnership has been emphasized as a main force in supporting the adjustment of children to school (Kieth , Kieth, Trouman, Bickley, Trivette & Singh, 1993). Raffaele and Knoff (1999) stated that home school collaboration appeared to be particularly important for children who had some risk factors

such as economic impoverishment, limited parental training and stressful situations. They also pointed out that home-school collaboration seemed least likely to occur without systematic planning.

2.3. THE STATE OF AFFAIRS ON SCHOOL RHYTHM

School rhythm according to Gourie (2013) has undergone some changes and has become known as time table. It is seen as a regular alternation of break time and time of activities imposed on a child by the school (a daily time table) that is rhythmicity of the child's environment. It can also be seen as periodic fluctuations of physiological, physical and psychological processes of the child that is endogenous rhythmicity proper to child.

2.3.1. Chronoscience and school rhythm

Periodic variations characterise human activities. They are natural changes and cycles which are not only found in the environment we live in but also within ourselves and other species in every living thing from a molecule to an organism we can be able to see these periodic variations. In the 20th century, two domains have been actively involved in the study of rhythms. These are biology and psychology. Chronobiologists and chronopsychologists in their conception consider school rhythm as an organic fact that is they believe that the organism needs time to perform its vital functions and that school time should be adjusted to meet the basic needs of a child (Gourie, 2013).

2.3.1.1. Chronobiology

Chronobiology deals with the analysis of physiological manifestations of rhythms. Chronobiology is defined according to Fotino and Testu as the study of regular and periodic changes at the level of the cells and tissues of a structure or population (Testu, 2008). It examines physiological events in living organisms that occur on a periodical basis called biological rhythms and investigates how they are being influenced and adapt to external rhythms. Chronobiology focuses on knowing whether biological rhythms are part of heredity or if these rhythms are as a result of the influence of the environment. Chronobiology focuses on biological explanation of behaviour and adaptation to the surrounding world.

Following studies, biological rhythms are endogenous but can be influenced by some external factors which Testu (2008) calls synchronisers. These synchronisers are factors of the milieu around the living organism whose periodic variations can modify the biological rhythm of organism (Testu, 2008). This includes natural synchronisers such as day and night

or artificial synchronisers created by man. A synchroniser does not create the rhythm but can modify the rhythm.

Today, endogenous rhythms are submitted under the variation of several synchronisers that regulate daily life- alternation of activities to light and rest to darkness, periods of work and holidays. This explains why our internal clock follows solar time – alternation of day and night and the social clock (a watch- a universal time of 24 hiurs adopted since 1884) invented during the modern period. At times there exist difficulties in adaptation between these different rhythms (Gourie, 2013). When the internal and social clocks are shaken dysynchronisation takes place. Biological rhythms are both endogenous and exogenous.

Endogenous rhythms are classifies into three periods. This include circadian rhythms which is 24hours dealing with alternation of day and night (sleep and wake), ultradian rhythms which are rhythms that are inferior to 20 hours, this include heartbeat and infradian rhythm whose period are superior to 28days (the menstrual cycle). Exogenous rhythms are environmental factors that influences natural circadian rhythm cycles within a 24-hour period. This includes light exposure, temperature, noise, diet, different time zones, traumatic events, injuries etc.

Existing literature on chronobiology focuses on alternation between wake and sleep within 24hours. Most works focus on the developmental domain and specialised on the progressive nature of the establishment of circadian rhythms.

2.3.1.2. Chronopsychology

Studies on chronopsychology exist since the 19th century and at the beginning of the 20th century. The term chronopsychology was used for the first time by Paul Fraisse in 1967 in *Psychology du Temps*. This is a branch of psychology that takes into consideration time in the scientific study of behaviour. Most research on chronopsychology was focused on the active adult. The research was based on the variations of physical intellectual performances, vigilance, attention, cognitive processes and work place. It fluctuates between night and day, week and year. These behaviours may have circadian rhythms, infradian rhythms or ultradian rhythms. Research on chronopsychogy is based on mechanisms and functions of rhythmicity of psychological variables and variations of physical and intellectual performances of vigilance, attention and cognitive processes of the workplace. .It fluctuates between day and night that is 24hours, week and year. Hence dealing with the way in which changes to daily sleep-wake can affect the ability to function. This gives a possibility of establishing curves

and daily variations of yield, time of reaction, successes and failures in production tasks, memorisation, attention, detection and resolution of problems (Gourie, 2013).

Montagner and Testu later became concerned with chronopsychological rhythms in children. To them, there are periodic circadian variations in behaviour as well as in some intellectual processes of children for example, attention (Montgner & Testu, 1996). Recently interest has been shifted to psychological rhythms of children through the works of Montagner and Testu. Chronopsychology permits one to see that there are circadian periodic variations in behaviours and in some intellectual processes of children. Chronopsychology under the framework of the school are interested in variation of a child's capacities-intellectual, attention, vigilance and memorisation. To study this they make use of psychotechnical tests which they carry out at different moments of the day and through the observation of passive behaviours of the child's passive behaviours (yawning, stretching, and robbing of eyes) through observations at different periods of the day (Gourie, 2013).

Research in chronopsychology in the school milieu is carried out in class and is focused on two aspects- the study of the wake-sleep rhythm and periodic fluctuations of some behavioural and psychological variables (Gourie, 2013).

Montagner believes in the importance of the respect of wake-sleep rhythm, night time to sleep as well as sister time for kids. He says that this prepares a child for the mobilisation of all his competences and intellectual resources, acts as a repairing factor biologically and psychologically and to the consolidation of what he has acquired during the time he was awake. Any disturbances during these wake-sleep periods can have negative consequences at the level of vigilance, attention and on the set of key competences of the child (Montagner, 1996).

Respect of these rhythms is complicated because the rhythms are not the same for every child. A nursery 2 child sleeps a minimum of 653minutes per night whereas a child in class 4sleeps 610minutes per night (Testu, 2008). The activities that children perform during the day can also influence their sleep time as well as feeding time (Montagner, 1996). Montagner thinks that there a difference in children's capacity of compensating the deficit in their sleep between night and day. Sleep-wake rhythms of children are sensible to personal endogenous factors as well as the rhythm and work life of the family.

2.3.2. The school rhythm in Cameroon

The Cameroon educational system is the organisation of the academic and professional schooling including the plan and equipment for providing education from kindergarten through university. The school system in Cameroon is organised into two sub-systems. The English speaking sub-system and the French speaking sub-system thereby reaffirming the national option of biculturalism (section 15 of law No. 98/004 of 16th April 1998 to lay down guidelines for education in Cameroon) (MINEDC, 1998). Historically the 1882 law in France set the school week at five days freeing up Thursdays for religious education (SPLASH, 2014). Since then Thursday has been replaced by Wednesday. Then the possibility has been given to postpone lessons from Saturday to Wednesday freeing up to two days at the end of the week. The four-day week the rhythm was organised around two days of school, one day of rest two days of school and two days of rest. The French school system which is adopted in Cameroon previously had one of the highest number of class hours in Europe resulting to long class days for students. This generated fatigue and stress which in turn had consequences on pupil's performances. With decree no 2013-77 of January 24 2013 a new organisation of school time has been adopted in public nursery and elementary schools with an exemption for Wednesday mornings to half a day of teaching. The school thus comprises of 36weeks divided into 3 terms and 6sequences with a two weeks break at the end of the first and second terms and a three months break at the end of the third term.

2.3.3. The school rhythm in Cameroon during the COVID-19 period

With the outbreak of COVID-19 the immediate respond which distorted the school rhythm was the lockdown and closure of schools across the globe. This left children confined to their homes. Recourse was made to the internet and other social media platforms such as the TV and the radio as announced by the ministers of education in Cameroon. Subsequently overly populated schools were obliged to reduce the number of students per class to 50 persons and there was the introduction of the shift system of schooling from the start of the academic year 2020-2021.The shift system consisting of the division of pupils into two groups which take turns in the morning and in the evening. With class beginning from 7:30am to 12pm for the morning shift, 12:40 to 5:00 for the afternoon shift and an evening period with E-learning to complete face to face lessons. Elementary and primary school resumed on the 5th of October 2020 which marked a special school year characterised by COVID-19. Students needed to adapt to new forms of behaviour as a means of respect of sanitary measures to fight the

pandemic thus reducing new infections. This included wearing of face masks, avoiding crowds, respect social distancing and washing of hands as well as the use of hand sanitizers.

The focus of this research is to analyze the effect that parental monitoring has on the adaptation of learners to the school rhythm during the COVID-19 period. This chapter reviewed literature on the state of affairs concerning the COVID-19 pandemic, its history, symptoms and diagnosis and treatment as well as its consequences on the society, the economy and the school. The literature also focused on research on the various models of parental monitoring which includes the Epstein (2011) model, the Dishion and McMahon (1998) model based on tracking and surveillance of child's activities, the Kerr and Statin (2000) model based of parental knowledge of adolescents whereabouts and activities and other literation that showed the effects of parental monitoring on learning outcomes. Literature on school rhythm was also reviewed with focus on the studies of chronoscience. This study was subdivided into chronobiology and chronopsychology who study the biological and psychological rhythms of children and how they are affected by the environment. Added to this the state of affairs of the Cameroonian school rhythm before and during the COVID pandemic period were also examined to bring out the changes that have taken place with the rhythm so as to clearly see the need for adjustment and adaptation of learners which is the object of this research.

CHAPTER 3: THEORETICAL FRAMEWORK

The theoretical framework emphasises on the importance of establishing a relationship between parents and learners to support children's achievements and adaptations to school activities and changes. This part is organised into two main parts which provide the theoretical framework for this study; the theory of adaptation also known as the stress and coping theory of Lazarus and Folkman (1984) and the ecological systems theory of Bronfenbrenner (1979). Both theories are linked to individual's adaptations and teacher and parent influences on childhood educational outcomes respectively thus suggesting a mechanism by which both parents and teachers fit in the child's educational environment.

3.1. THE STRESS AND COPING THEORY OF LAZARUS AND FOLKMAN

Studies on adaptation have also increased over the past years. The most infleuential theory on adaptation is the stress and coping theory of Lazarus and Folkman (1984). This theory was developed to explain adaptation in species. Stress according to them is as a result from an imbalance between perceived external or internal demands and perceived personal and social resources available to deal with them whereas coping is defined as a cognitive and behavioural effort to deal with situations appraised as stressful (Lazarus and Folkman, 1984). They postulated that there are two overriding categories of coping which they considered as cognitive- problem focused coping which is directed at managing or altering the problem causing distress and emotion focused coping which is directed at regulating emotional response to the problem.

Problem focused coping is aimed at resolving a stressful situation which could be done through, seeking information, generating solutions and taking actions to change a person-environment interaction. Species face adaptational problems which they must address for their own proper survival. Some of these problems include feeding, production and protection from external and internal threats to wellbeing. Natural selection gives species the opportunity to develop mechanisms that can help them satisfy these needs through different solutions determined by environmental problems and biological potentials.

Coping in a new or stressful environment is made possible by the individual's ability to be able to appraise a situation as life threatening or not. As individuals grow, cognitive appraisal becomes stronger. Individuals continuously monitor their environment in relation to their wellbeing and hierarchy of goals through appraisal of the situation. Lazarus and Folkman believed that emotions represent a form of solution to these adaptation problems.

Emotions expressed by an individual represent an appraisal of the relationship between the person and the environment that represents harm or benefit. This appraisal interacts with environmental constraints, resources and generate action that favour the condition of harm or benefit which are in turn expressed through a physiological pattern (Smith and Lazarus 2005).

Lazarus in his book psychological stress and coping process (1966) places ones appraisal of a stressor at the center of the stress experience. The way an individual appraises the stressor determines how the individual copes or responds to the stressor. Thus they differentiated two levels of appraisal which are primary and secondary Primary appraisals are influenced by ones beliefs about himself, the world around him and the resources available for him to cope such as level of problem solving skills and financial resources at his disposal. A stress is thus influenced by a variety of personal and contextual factors including capacities, skills and abilities, constraints, resources and norms (mechanic, 1978). Lazarus and Folkman (1984) also interpreted two cognitive stress appraisal processes as primary and secondary appraisal and a third reappraisal components. Primary appraisal involves determining whether the stressor poses a threat, secondary appraisal involving individual's evaluation of the resources of coping strategies at his or her disposal for addressing a perceived threat. Primary appraisal is the evaluation of a person's personal significance of what he encounters in his environment. If the person evaluates the situation and finds it harmless to his wellbeing he appraises the situation as irrelevant. But if the situation is analyses as challenging, harmful or threatening his wellbeing the situation is then appraised as stressful. However, if the person evaluates the environmental situation as enhancing his wellbeing, it is appraised as benign-positive.

The process of reappraisal is on-going and involves continually reappraising both the nature of the stressor and the resources available for responding to the stressor. A secondary appraisal is made after a situation has been appraised as stressful. In this second appraisal, the individual evaluates his coping options. This involves an assessment of weather a particular coping strategy will work better than another and whether it will be successful. Both primary and secondary appraisals influence the type of emotional response to stress and thus influence in individuals coping response. Both primary and secondary appraisals influence the type of intensity of the emotional responses to stress and influence an individual's coping response.

These appraisals are cognitive and continuously happening without necessarily being a conscious process.

Stress coping is more of a cognitive activity as described by Lazarus and Folkman (1988) to determine whether an individual believes he or she has the resources to respond effectively to the challenges of a stressor or change. Problem focused coping or emotion focused coping also referred to as active and passive coping styles measures assertiveness or withdrawal (Anshel, 1996). When faced with a challenge an individual primarily appraises the challenge as either threatening or non-threatening and secondarily in terms of whether he or she has the resources to respond or cope with the challenge effectively. If the individual does not believe he or she has the capacity to respond to the challenge or feels a lack of control he or she is most likely to turn to emotional focused coping responses such as wishful thinking, distancing or emphasizing the positive (Lazarus and Folkman 1984).If the person has the resources to manage the challenge he will develop problem focused coping response such as analysis. It is theoretically and empirically demonstrated that a person's secondary appraisal determines coping strategies. Coping strategies vary from positive thinking to denial and are measured and tested using a variety of instruments and scales such as cope inventory (Caver, Scheier and Weinstraub, 1989).

Folkman and co-workers later developed eight coping strategies. These were confrontative coping, distancing, self-controlling, seeking social support, accepting responsibility, escape violence, planful problem-solving and positive reappraisal.

They also recognize other entities that serve adaptive functions within and across species. This includes reflexes (e.g. startle) and physiological drives (e.g. hunger and thirst) (Smith & Lazarus, 1990). They call each of these system "adaptational system" (Smith & Lazarus, 1990. P.611). All these systems serve one general purpose which is that of promoting survival of the species. But as evolution takes place specific built in responses elicited by specific environmental stimuli create an increasing dependence on intelligence and learning. This is because as more complicated species evolve they become more dependent on hard-willed reflexes and a gap develops between environmental conditions and action (Smith & Lazarus, 1990). More advanced species tend to learn to deal with their environments and mobilize according to these environmental conditions rather than depending on the building program for every environmental condition for survival. Judgment took over from innate reflexes and emotions depending on both motive and thought have

become the main adaptational process intervening between environmental challenges and actions. (Tomkins, 1962).

Smith and Lazarus (1990) think that in considering the role of emotion in adaptation one must remember that the fundamental adaptational task is to mobilize the most efficacious behavior in the face of biological and social requirements of living. To them, for a specie to produce a behavior that suits the condition two conditions must be considered; the species need to detect when environmental circumstances are favorable to this or that survival need and the detection must result in a behavior that increases the likely hood of satisfying the need. Reflexes, physiological drives and emotions are all mechanisms that have a connection with detecting survival relevant conditions by producing survival enhancing behavior though they are achieved in different ways.

3.1.1. Reflexes

It is easy to pair adaptive behaviors with survival enhancing behavior. This is because need is signaled by specific clues and can be satisfied through the performance of a specific behavior. Hence stimulus specificity and response rigidity (Ekman, 1984). Specific stimulus elicits specific response which ensures that the need signaled by the by the stimulus is met. Reflexes are effective adaptational systems for organisms that can afford to interact with their environments in highly stereotyped ways. Organisms that depend on reflexes have the tendency of developing new reflexes each time they have new interactions in the environment.

3.1.2. Physiological drives

Physiological drives are needs that are homeostatic. This includes hunger and thirst to ensure nutritional needs and the maintenance of an adequate fluid balance in organisms. These needs can be anticipated in the basis of specific internal cues such as low sugar in the bloodstream that elicits hunger (Thomson & Campbell, 1977).

Physiological drives are distinguished from reflexes through response flexibility. Drives elicit specific classes of behavior but the behavioral patterns or sequences that follow are not determined by the drive itself. This is advantageous as behavioral flexibility enables the organism to adjust to specific environments. Another characteristic of drive is periodicity. This periodicity distinguishes drive from reflexes. Homeostatic needs arise with regularity. For instance, an organism becomes hungry after an extended period without food or

nourishment. This is contrary to reflexes and emotions which are all reactive. They arise as a result of signals which if absent the reflexes and emotions will not be experienced.

3.1.3. Emotions

Emotions are elicited in complex organisms to meet high degrees of responsible flexibility in fulfilled conditions which could be harmful or beneficial for the organism. Emotions are not random response states. Each emotion is a response to a particular kind of significant event which could be harm or a benefit (Smith &Lazarus, 2005).

Czajkowska (2017) see adaptation as a cognitive mechanism. This cognitive adaptation theory is made up of an interaction between man's search for meaning, personal control and restoration of personal self-views. Thus he defines adaptation as ''*a process of cognitive adjustment to a threatening life event involving search for meaning in the experience and attempt to restore one's sense of control and positive self-view''* (Czajkowska, 2017. p.1). Humans adapt to new realities that help them foster their wellbeing when faced with event that threaten their life (Czajkowska, 2017). Humans cope with threats in their lives by creating a set of positive illusions which serve to protect their psychological health (Taylor and Brown, 1994). This helps in creating a sign of mental health by creating space for hope, personal growth and flexibility (Czajkowska, 2017). This adaptation thus involves three aspects in cognition-search for meaning in the experience, increasing personal control and restoration of positive self- views (Taylor and Brown, 1994).

3.1.3.1. The search for meaning

The search for meaning occurs when an event experienced is out of the ordinary so much such that it shakes the foundation of a person's stability and balance in the world. This thus brings about the need to restore order which pushes one to attempt to understand the reasons and consequences of what has happened for their life and self-views. Undergoing this process thus involves searching for the causes by making causal attributions that give explanations to why the event happened and adopting new attitudes towards life as a result of the new understanding of the event. Understanding the event makes it to be considered as a catalyst for positive change and may lead to psychosocial growth (Czajkowska, 2017; Linley and Joseph, 2004; Tedeschi and Calhoun, 2004).

3.1.3.2. Personal control

The experience of unexpected negative events may make an individual feel out of place temporarily. This brings about the need to reinstate a perception of a stronger grip on one's life. Individuals therefore seek to bring back their sense of self control which takes place through an effort to prevent and minimise more negative consequences of the event and building different means of managing one's life under new circumstances which can bring a sense of mastery and peace in the individual consequently making the individual feel safe now than before they were before the event (Czajkowska, 2017).

3.1.3.3. Restoration of positive self-views

Individuals self-views are often diminished by negative life events even if they are not responsible for the happenings, restoring positive self-image becomes important as a means of bringing back a sense of balance and wellbeing of the individual (Czajkowska, 2017). this helps the individual to feel better adjusted than before the event occurred. They thus turn to recall more positive or neutral events as opposed to negative changes giving them hope for a better future (Taylor, 1983). Another way of enhancing one's self esteem is through a downward social comparison and believing that one's current state is better than that of others which is key to enhancing ones social views (Czajkowska, 2017). Change in these cognitions results in the preservation of mental health in life threatening events and potential protection of some aspects of physical health (Taylor & al, 2000). Though life events change ones world, psychologically resilient individuals are capable of creating illusions that help them create a sense of balance and well-being. This process of cognitive adaptation makes individuals to develop optimistic attitudes towards the self, world and future and a stronger sense of mastery (Czajkowska, 2017).

Stress has been viewed as a response, stimulus and a transaction. The way an individual conceptualise stress determines his or her response, coping and adaptation strategies. As a response, the stress model was introduced by Selye (1956) who described stress as a physiological pattern and was capture within his General Adaptation Syndrome (GAS) model. The GAS is a three stage process that describes the physiological changes that take place in the body when undergoing stress. These changes according to Selye (1956) were not isolated but were rather a typical response to stress. In this model he looked at stress in three different ways- stress is a defensive mechanism, stress follows the stages of alarm, resistance and exhaustion, if the stress is prolonged or severe it could result in diseases of adaptation or even death. The GAS model shows a biological explanation of how the human

body response and adapts to stress. To Seyle (1983) stress response could result to positive or negative outcomes based on the cognitive interpretation of the physical symptoms or physiological experience taking place in three stages.

-**The Alarm Stage**: This stage is considered as an initial shock phase and a subsequent counter shock phase (Krohne, 2002) In this stage the initial reaction of the body to stress is that it labels the stressor as a threat or danger to balance. The shock phase exhibits automatic excitability. That is why it immediately activates its fight-or-flight response system and releases the stress hormones such as adrenaline, noradrenaline and cortisol. This fight-or-flight response is a physiological response to stress which is natural which prepares the organism to either flee or protect itself in dangerous situations (Legg, 2018). These hormones enable an individual perform activities that they previously did not usually do (Sincero, 2012). This is a counter shock phase marked by an operation of defensive processes characterised by increased adrenocortical activity (Krohne, 2002). If this continues the organism enters the stage of resistance.

-**The Resistance Stage:** After the body has responded to the stressor it is more likely that the stress level has been eradicated or simply reduced. What happens next is that the fight response of the body's defences become weaker as it needs to allocate energy to the repair of the damaged muscle or tissue and lower the production of stress hormones. The body begins to normalise itself as it releases lower amount of cortisol and the blood pressure and heart rate of the individual normalises. The symptoms of the alarm reaction disappear which seemingly indicates that the organism is adapting or has adapted to the stressor (Krohne, 2002). Although the body has shifted to this second phase of stress response it remains on-guard particularly when the stressors persist and the body is required to fight them continuously though not as stronger as it could be during the initial response (Sincero, 2012). While aversive stimulation continues or increases there is a decrease of other kinds of stressors. The body continuously repairs itself until the individual's hormone levels, heart rate and blood pressure reach a pre-stress stage. Some stressful situations may continue for extended periods of time. If the stress is not resolved the body remains on high alert and eventually adapts and learns how to live with high stress levels.

The body at this stage might go through changes that the individual is not aware of in an attempt to cope with the stress (Legg, 2018). The body continues to secret the stress hormone and blood pressure remains elevated. The individual might think they are managing

stress well but the body's physical response speaks differently. The signs of resistance include irritability, frustration and poor concentration (Legg, 2018). But if aversive

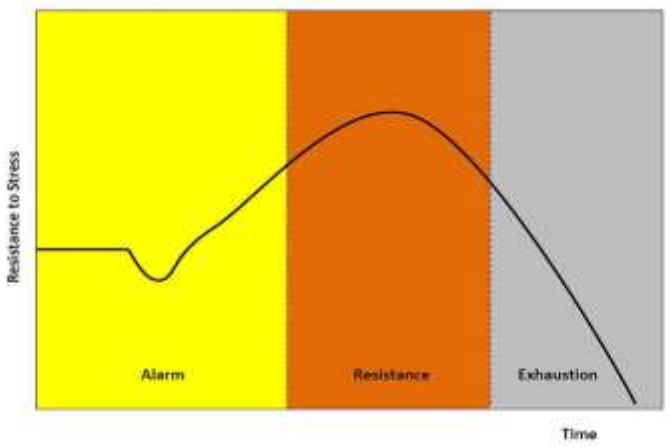

Figure 6: The General Adaptation Syndrome by Selye

Source: Legg 2018

stimulation continues for too long without pauses to offset the effects of stress, resistance gives way to the stage of exhaustion (Krohne, 2002).

-The Exhaustion Stage: During this stage, the stress has been persistent for a long time and has become chronic. And the organism's ability to adapt to the stressor has been exhausted. The body then starts losing its ability to combat the stressors and reduce their harmful impact because the adaptive energy is all drained out. This drain could physical, emotional and mental living the body unable to fight stress (Legg, 2018). Symptoms of this stage 1 reappear but resistance is no longer possible (Krohne, 2002). Signs of this stage include fatigue, burnout, depression, anxiety and decreased stress tolerance. The physical effects of this stage can also weaken ones immune system and lead to risk of stress related illnesses (Legg, 2018). The exhaustion stage can be referred to as the gate towards burnout or stress overload which can lead to health problems if not resolved immediately (Sincero, 2012).

As a stimulus, stress is viewed as a significant life event or change that demands response, adjustment or adaptation. The stress as a stimulus theory assumes that

-change is inherently stressful

-life events demand the same level of adjustment across population

-there is a common threshold of adjustments beyond which illness result. Rahe and Holmes (1967) viewed the human subject as a passive recipient of stress, one who played no role in determining the degree, intensity or valence of the stressor.

As a transaction Lazarus (1966; Lazarus and Folkman 1984) developed the transactional theory of stress and coping which represents stress as a product between a person and his or her complex environment. Stress is relational- it is not seen as a specific external stimulation nor a specific pattern of physiological, behavioural or subjective reaction but as a relationship which Lazarus (1991) called a transaction between the individual and their environment. This brings about two processes into play in an organism which are cognitive appraisal and coping. The person here includes multiples systems such as cognitive, physiological, affective, psychological and neurological

3.2. THE ECOLOGICAL SYSTEMS THEORY (EST)

The school-home partnership is conceptually supported by Bronfenbrenner's ecological theory for the understanding of child behaviour and individual differences in development. The ecological theory provides a conceptual framework for parent's involvement in educational processes and parent training. It provides a framework that can be used to predict parental processes and child outcomes by analysing different settings in which the children and their caregivers function. The ecological systems theory was conceived by Bronfenbrenner (1979) to explain growth and development as starting within the context of the child's environment. Bronfenbrenner (1979) thinks that ecological studies should examine the relations between the developing person and the changing micro and macro context. He pointed out that "*ecology implies an adjustment between organism and environment"* (Bronfenbrenner, 1975. p.439).

In a more extended definition *"the ecology of human development involves the scientific study of the progressive, mutual accommodation between an active, growing human being and the changing properties of the immediate settings in which the developing person lives, as this process is affected by relations between these settings, and by the larger contexts within which the settings are embedded"* (Bronfenbrenner 1979. p. 21). The ecological systems theory (EST) sees interaction between the child's immediate environment and or the community as directly related to the child's development model and environment as a result of the interactions that take place between their immediate environment (Knopf & Swick, 2008).

According to Bronfenbrenner (1979) the person, family and the school are found in the environment in which the children are brought up which have been found to be related to a child's mental health outcomes. To him, the development of children and their immediate environmental systems interact with one another and the surrounding community to influence and establish relationships based on communication in the environment. He saw the environment as intrinsically connected to individuals within it. Human development is influenced by different types of environmental systems. The individual is thus the hub of a system which includes five environmental systems that range from close interpersonal interactions to broad-based influences of culture. Bronfenbrenner (1979) stated that the ecological environments consist of *''structures each inside the next like a set of Russian dolls'' (p.3*). Each of these structures forms relationships among parents, educators and the community and lays the foundation for child development. If one of the systems fails to work together as a system it affects the child's development negatively. The systems included the microsystem, mesosystem, exosystem and macrosystem. Bronfenbrenner also believed that each system is important in research as they all apply to educational processes and suggested that both parents and teachers are members of a child's microsystem (Benjamin, 2015).

3.2.1. The Microsystem and Education

The microsystem also known as the innermost system of the ecological system is made up of the immediate setting in which the child lives and interacts. It consists of people, groups and institutions that play an immediate and explicit role in a child's life. It also includes school social activities that children might take part in. The individual develops within the context of multi-microsystems. This immediate relationships and interactions include the family, school, relatives, peers as well as activities, roles and relationships in their immediate surroundings. This immediate environment is in direct contact with the child. A child's relationships here are bidirectional- the child can be influenced by other people in their environment and is also capable of changing the beliefs and actions of other people too. Thus the relationship between the child and parents turns to have enduring effects on the child's acquisition of knowledge and morals (Iline . 2017).

The setting is one in which activities and interpersonal roles and relations engaged in overtime are constitutive elements. The reactions of a child to other individuals in a microsystem can influence how they treat them in return. A child's family is thus a unit made up of members that work together to pursue a goal and the system helps shape a person's

development because of constant contact and continuously affect each other over time. To Bronfenbrenner the family plays an influential role in the child's wellbeing and academic learning. A success or failure event that occurs within the family system tends to impact the entire family. Interactions within this system are very personal and crucial for fostering and supporting a child's development and adaptations.

Amatea (2009) noted that every family has developed a system in which they maintain interactions with each other when developing relationships. Bronfenbrenner believed that parents need to develop strong relationships with their children and that effective relationships between a child and parents allows the parent to actively participate and reinforce learning in the home environment. When this occurs the child will have the opportunity to adapt and succeed academically. When children have strong relationships with their parents this will have a positive effect on the child while distant and unaffectionate parents will have negative effects on the child. Gestwicki (2007) on his part described the school child's microsystem as including the school as an immediate environment in which the child lives. Thus teachers need to create relationship with their learners so as to understand that the child is a product of the family system. It is imperative for teachers to create ways of building effective relationships with children before attempting to help them meet their academic needs (Knopf & Swick, 2008). The level of attachment and interaction process between the family and the school considered as caregivers within this system influences children's learning outcomes and adaptations.

3.2.2. The Mesosystem and Education

The mesosystem deals with interactions between the child's microsystems in which the child actively participates. Geswicki (2007) described the mesosystem as the second level of an ecological system, and it includes an institutional level of interactions between the home and the school. In other words the mesosystem is a system of microsystems. It is formed or widened each time an individual enters a new setting and diminishes when the child changes the new setting (Bronfenbrenner, 1979). The developmental characteristic of the mesosystem are similar to those of the microsystem the main difference is that unlike the activities and interpersonal roles and relationships that occur within a single microsystem, they occur across settings. Events at home can affect the child's progress in school and vice versa. The child might feel pressured to take a role as a son, daughter, friend, student, and teammate.

Parents become involved in child's school life by contacting teachers about child's progress and school work and also attend PTA meetings in which decisions that impact the child's educational outcomes are taken. Children also bring home work to their parents for assistance which influences the kind of activities that take place in the home. Children's education does not only depend on the role of the teacher, parent involvement also plays an important role (Hafizi and Papa, 2012). In order to create this type of system it is essential that parents and teachers build relationships that focus on communication (Knopf & Swick, 2008). Interactions between teachers and parents set the stage for collaboration which is important in children's learning. In the mesosystem the child's individual microsystems do not function independently. They are interconnected and assert an influence on one another. According to the ecological systems theory communication between parents and the school or teachers is very crucial for a child's development.

3.2.3. The Exosystem and Education

The exosystem of the ecological system is the *''larger level of the social system in which the child does not function directly''* (Geswicki, 2007. p.446). The developing person is not situated in it and does not participate actively within it but nonetheless experiences its influence and at times can also be influenced by it either formally or informally. The exosystem extend to community institutions. The exosystem represents those salient environmental influences on which the child does not have a direct impact on yet they have an impact on the child's life. The exosystem does not in itself contain the child but incorporates institutions that directly influence the child such as mass media, neighbourhood, parent's workplace, and parent's friends as they affect one of the microsystems.

The child may impact their family, friends, and classroom but is less likely to have an impact on the exosystem such as the parent employer, school board and local government. Brofenbrenner (1979) argued that schools should establish partnership within the community in other to meet the basic needs of the family. The community provide the family with resources and emotional support that will enable them to live a productive life. Some examples of resources are food, shelter, childcare, mental and medical clinics, drug prevention programs and legal services (Benjamin 2015). Researchers such as Epstein (2011) and Geswicki (2007) stated that the community is fundamental in providing resources for families to meet their basic needs and to empower all relationships within the child's mesosystem, which facilitates children's development.

3.2.4. The Macrosystem and Eduction

The macrosystem level reflects the child moral, culture, socioeconomic status, wealth, poverty and values and laws that tend to have an effect on a child (Geswicki, 2007). According to Bronfenbrenner (1979), values and beliefs have a link with culture and are influenced by all the levels of the ecological system. Amatea (2009) provided an example stating *''the dominant cultural practices and belief systems around individual achievements are affected by what parents and teachers prioritize and value and how they organise their daily routine to achieve their goals'' (p. 90).* This shows how cultural beliefs can influence children's academic outcomes (Benjamin 2015). Bronfenbrenner's (1979) theory shows that when all the systems work together they guide and support the child's development and learning as well as adjustments.

The influence of the macrosystem on the ecological settings is reflected in how the lower systems function (Bronfenbrenner, 1977). During this phase Bronfenbrenner paid particular attention to the normative changes in roles and environments that occur in people's lives, terming the phenomenon an ecological transition. This ecological transition is considered as dealing with changes that characterise a given society In this model, four systems clearly explain the interconnection among each level surrounding the child and the family with each level sharing common rules and responsibilities that are important for reciprocal interactions which set the partway for developing partnerships (Geswicki, 2007). Partnership is important in order to understand the overall development of the child and to respect the contribution of each system to children's learning. Through effective partnership each system can exchange information and work towards common goals and support children's development and academic learning (Geswicki, 2007).

The ecological theory can be used as a catalyst for building partnership between systems: microsystem, mesosystem, exosystem, and macrosystem (Bronfenbrenner 1979). Effective partnership between parents and teachers set the pace for each system to work towards common objectives and support children's growth and development (Geswicki, 2007).

3.2.5. The chronosystem and education

The chronosystem has a powerful impact on all the system levels- microsystem, mesosystem, exosystem and macrosystem. The chronosystem focuses around life's transition. This system deals with all the changes that occur in a child's life over time which may

influence a child's development. This includes major life transitions and historical events. Normal life transitions such as a child starting school or parents getting a divorce. Bronfenbrenner (1989) stated two transitions that were usefully distinguished -normative which include entry into school, puberty, entry into the labour force, marriage and retirement. And non-normative including death, severe illness, divorce, moving to a different town. These transitions take place throughout the lifespan of an individual and often serve as a direct impetus to for developmental change.

Here Bronfenbrenner was more focused on developmental processes of individual's experiences over time. To him,*"development takes place through the process of progressively more complex reciprocal interactions between an active evolving biopsychological human organism and the persons, objects and symbols in its immediate external environment."*(Bronfenbrenner, 1995).The chronosystem indicates that the nature of each system and interaction between systems change over time. Its relevance for this study lies in the fact that they can influence adaptation indirectly by affecting family processes. It could be stated that the ecological theory provides a support for understanding and enhancing the reciprocal influences of the home and the school.

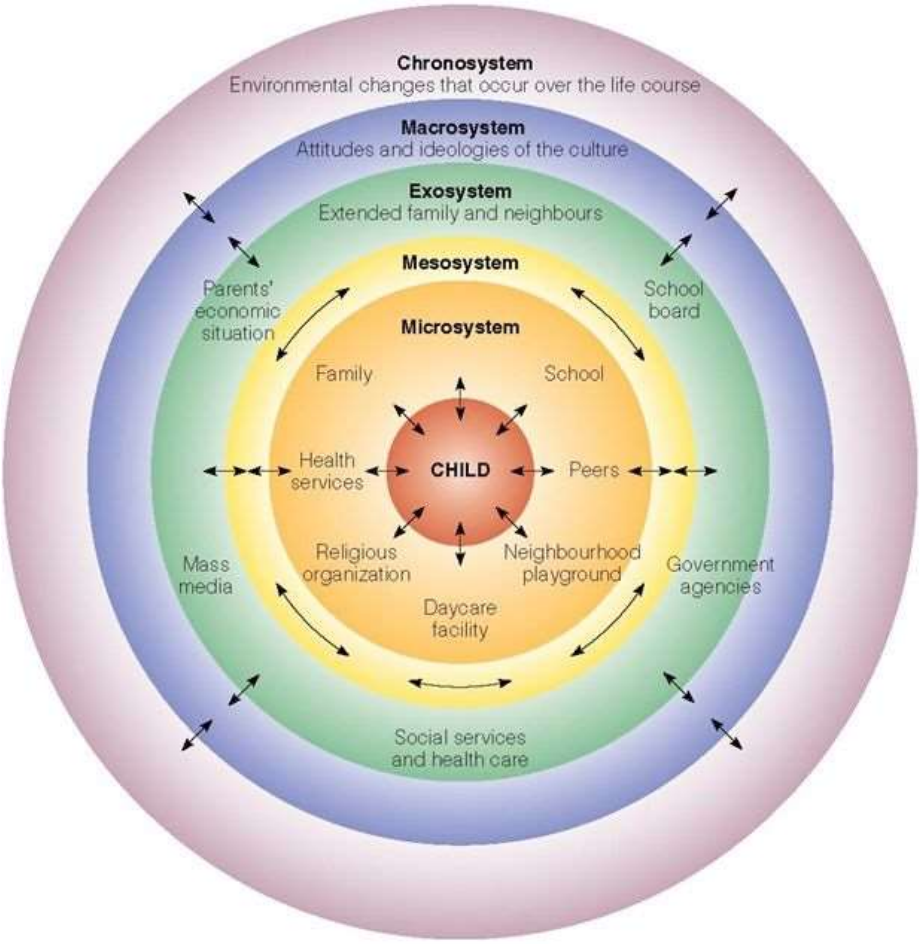

Figure 7: Bronfenbrenner's model of social ecology

source: online

This chapter explains theories that can be used as a catalyst for adaptation. The theory of Lazarus and Folkman in which they studied emotion and adaptation to explain how species adapt to new situations in the environment was exploited. Species face adaptation problems which they have to address for their proper survival. Hence they develop mechanisms which help them through different environmental problems with emotions being a form of solution to these problems. They recognize three entities which have adaptive functions –emotions, reflexes and physiological drives which help in promoting the survival of species. Aspects of cognition such as the search for meaning, personal control and self-restoration of positive self-views also help in the protection of mental help in the course of adaptation in their environment. Apart from the theory of Lazarus and Folkman, the ecological systems theory was also exploited. This theory explains interactions between the child's immediate environment and the community. The community influences the child's activities and growth. This child's environment is made up of a connection of other systems that influence each other. These systems are the microsystem, mesosystem, exosystem and macrosystem.

CHAPTER 4: METHODOLOGY

The purpose of our study was to examine the link between parental monitoring and adaptation of learners to the school rhythm during the COVID-19 period. Using the theoretical constructs from the reviewed literature, this study isolated some parental monitoring measures which were used as the independent variables in measuring adaptation of learners. This chapter describes the methods and procedures used, including research questions, hypothesis and objectives as well as research design and sample population. In addition, the instrument of data collection and data analysis and difficulties encountered during data collection are also presented.

4.1. RECALL OF THE RESEARCH QUESTION, HYPOTHESIS AND OBJECTIVES

4.1.1. Recall of the research question

The focus of this study is adaptation and the link between parental monitoring and learner's adaptation to the school rhythm during the COVID-19 period. This study address one main research questions from which three specific research questions were reached at: What is the link between parental monitoring and the adaptation of learners to the school rhythm amidst the covid-19 pandemic period? From this principal research question the following specific research questions were derived- (1) what is the link between communication with parents and teachers and with parents and learners and the adaptation of learners to the school rhythm amidst the covid-19 pandemic period? (2) What is the link between learning at home and the adaptation of learners to the school rhythm amidst the covid-19 pandemic period? (3) What is the link parenting and the adaptation of learners to the school rhythm amidst the covid-19 pandemic period?

4.1.2. Recall of research objective

This study addresses one main research objective and three other specific objectives. The objective of our research is to study the effects of parental monitoring on the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period. From this general objective, the following specific objectives can be arrived at;

(1) To study the relationship between communication between parents and teachers and the adaptation of learners to the school rhythm during the COVID-19 period. (2) To study the relationship between learning at home and the adaptation of leaners to the school rhythm amidst the COVID-19 pandemic period. (3) To study the relationship between parenting and the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period.

4.1.3. Recall of research hypothesis

The focus of this study is on one main hypothesis and three specific hypotheses; there is a link between parental monitoring and the adaptation of learners to the school rhythm during the COVID-19 pandemic period. (1) There is a link between communication between parents and teachers and parents and learners and the adaptation of learners to the changing school rhythm amidst the COVID -19 pandemic period. (2) There is a link learning at home and the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period. (3) There is a link between parenting and the adaptation of learners to the school rhythm amidst the COVID- 19 period.

4.2. RESEARCH DESIGN

A research design provides a framework and an orientation which a researcher uses in order to carry out his or her study, collect and analyse data. Different research designs are used depending on the purpose of a particular research or study. According to Bryman (2012) there are two main research strategies that are employed in social research. These dominant research strategies are qualitative and quantitative approach. The nature of what is to be investigated guides the researcher on what type of research approach to use. Blanche, Durrheim, & Painter (2006) explain that *"the distinction between quantitative and qualitative research marks a series of differences in approach to research. At the most surface level, quantitative and qualitative researchers base their conclusions on different kinds of information and employ different techniques of data analysis"* (Blanche et al cited Samson 2014, p.27).

Bryman (2012) thinks that a quantitative research design deals with the collection of numerical data and uses the deductive method similar to the method used in natural sciences. Quantitative research deals with objectivism implying that *"social phenomenon confronts us with external facts that are beyond our reach of influence"* (Bryman, 2012, cited by Samson 2014, p.27). For the qualitative method the researcher uses the interpretivist approach and requires the social scientist to grasps the subjective meaning of social action (Bryman, 2012). Qualitative research strategy relies on verbal data that is mostly based on descriptions and stories as narrated by interviewees (Charles 1998). According to Patton (2000) qualitative research generates rich verbal and textual data to represent the social environment by using

observations that yield detailed, thick description inquiry in depth, interviews that capture direct quotations about people's personal perspectives and experiences.

The present study is quantitative descriptive and correlational as it seeks to describe the current status of identified variables and also attempts to determine the extent of a relationship between two or more variables that is parental monitoring and learner adaptation. This methodology allowed for a statistical analysis of data. Due to the nature of the study personal interviews and observations would not have given the honesty that anonymous survey allowed. Interviews, observations and focus groups would give room for bias and inconsistency in the administration of the instrument and data collected would not have provided the concrete data needed for statistical analysis. A quantitative research gives the opportunity to learn about a particular group of people known as a sample population. It relies on data that are observed or measured to examine questions about a sample population. The present study is descriptive and explicative and makes use of a quantitative research design. This design was used to study and bring out the link between parental monitoring and learner adaptation to changes in the school rhythm during the COVID-19 period. A quantitative research gives room for the understanding of psychological, social and economic processes through the exploration of numeric patterns (Coghlan & Brydon-Miller, 2014).

4.3. STUDY POPULATION AND STUDY SITE

4.3.1. Study Population

A study population is the group of individuals that the researcher wants to apply the results he obtains population can also be said to be a group of individuals that can be considered as part of the investigation among which the sample can be taken. The study population includes learners of all primary schools in Yaounde, particularly those of the Mfoundi from which our sample is taken. Mfoundi is a division situated in the center region of Cameroon with its headquarters Yaounde which is also the capital of Cameroon. This division is made up of 7 subdivisions. The division came out of the division of the formal Mefou division (which is divided into the Mefou-and-Afamba and the Mefou-and-Akono) in 1984(statistics, 2004).

4.3.2. Study Site

The research study took place in the Mfoundi Division of the center region precisely in the Biyem-Assi neighborhood found in the Yaounde VI subdivision. Biyem-Assi is a residential area in the Yaounde VI subdivision of the urban area of Yaounde and the headquarters of the Yaounde VI subdivision. We selected some 200 children from class 5 and 6 in the Government Bilingual Primary School Group A and B Biyem-Assi. The government bilingual primary school Biyem-Assi is situated nearby the Biyem-Assi district hospital to the west and the Biyem-Assi stadium to the north, to the south by the St March catholic church and to the east by the Jouvance neighborhood. We took a school that was highly populated and were operating the shift schooling system. This is because we considered learners from both shifts. Our aim here was to touch learners with different sex as well as backgrounds owing to the fact that we considered parent demographic factors.

4.4. SAMPLE AND SAMPLING TECHNIQUE

In this study the aim of the quantitative design was to bring out the relationship between parental monitoring and leaners adaptation to changes in the school rhythm during the COVID-19 period. A sample is the group of individuals who will take part in the research. We adopted a purposive sampling method which is a non-probability sampling method in which the researcher relies on his or her own judgment when choosing individuals of the population to participate in the study. This sample method is also known as a judgment sampling. We sort out those rich areas that can provide the needed information. According to Merriam (2009) a purposeful sampling enables “information-rich cases for study in depth” (p.77). This method is often used to gain detailed knowledge about a specific phenomenon rather than make statistical references. We chose a total of 200 primary school pupils from class 5 and 6 of group A and B of the GBPS Biyem-Assi as a purposeful sample group

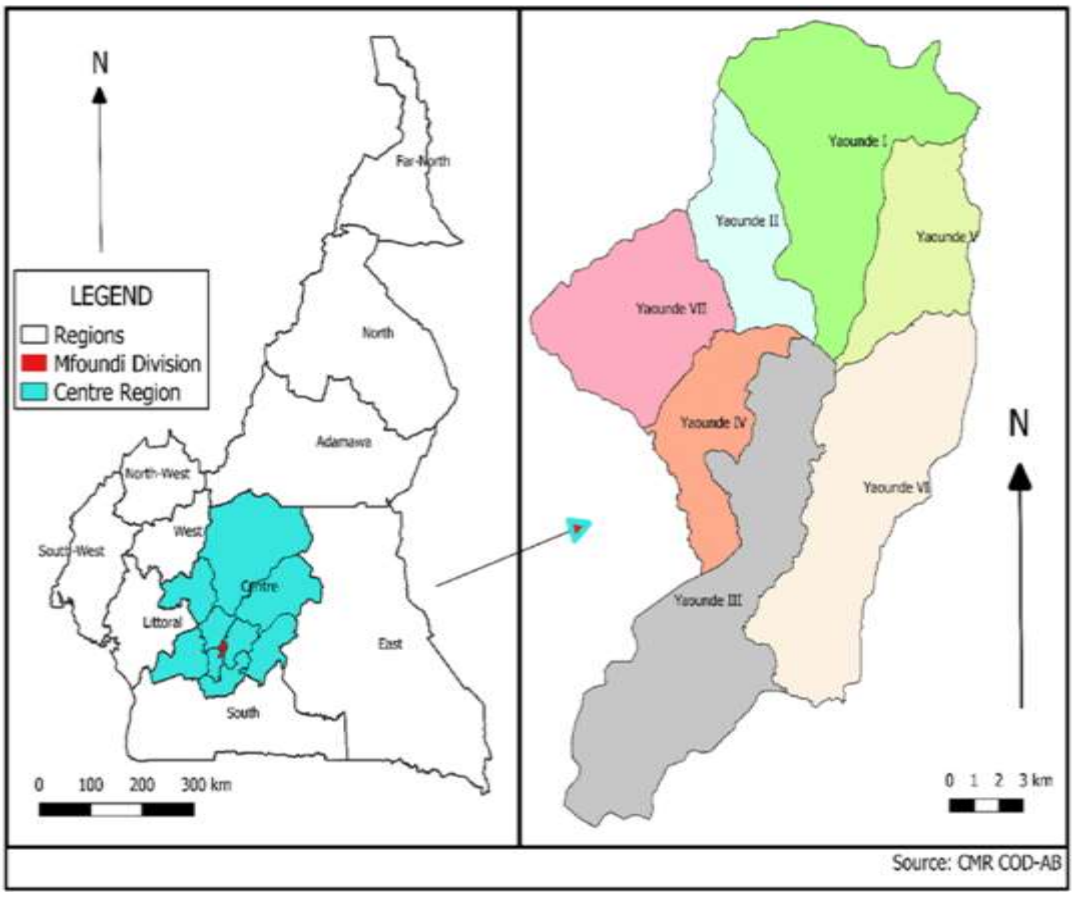

Figure 8: Map showing the study site (Yaounde VI)

4.5. CHARACTERISTICS OF THE SAMPLE

Here we present the essential characteristics of our study sample. This involves the criteria for selection, inclusion and exclusion of participants. For learners to be considered as part of the study, the learner is supposed to be registered as pupil in GBPS Biyem-Assi, belong to either group A or B and must be in class 5 or 6. Apart from these, the learners too must have been permitted by their parents to take part in the research. This is because letters asking for parents' permission for their kids to take part in the research were distributed to children who took them home to their parents for approval due to the fact that learners were minors. Only those who came back with approved permission from their parents were included. The study was carried out in the Anglophone section of the school.

The criteria for exclusion included being a pupil in a different school, children from other classes other than class 5 and 6 in groups I and II. Also, children whose parents did not give their approval on the permission letter for their kids to take part in the research were excluded. Learners from the francophone section of the school were also excluded owing to

the fact that the data collection instrument was in English and language problems would have hindered the data collection process and consequently mare the research.

Table 2. The characteristics of the subject

Age	sex	Level	class	Status of parents	Occupation of parents
7-15	Male/female	III	5 and 6	Single/married/divorced	Salaried employee/non-salaried employee

4.6. DATA COLLECTION TOOLS

Several techniques are used in the collection of data during research. Angers (1992) defines this as a set of procedures and instruments of investigation used methodologically. Quantitative data collection tools include experiments, controlled observations, surveys questionnaires, polls, telephone interviews and face to face interviews. In social sciences, researchers generally use questionnaires which are a series of questions aimed at identifying answers in relation to a given problematic (Fonkeng, Chaffi & Bomda, 2014). A questionnaire is a research instrument that consists of a set of questions and prompts that aim at collecting information from respondents. A research questionnaire is typically a mix of close-ended questions and open ended questions. We made use of questionnaires as our main tool for data collection. Through this research instrument our research question was guided and this also gave a supported interpretation on how the ecological systems theory by Bronfenbrenner shows the influence of the family on the child's activities.

4.7. DATA COLLECTION PROCEDURE

The data collection process was preceded by the provision of a research authorization delivered by the dean of studies of the faculty of education. This was deposited at the inspectorate for basic education to be endorsed by the inspector for basic education. But due to administrative duties and the unavailability of the delegate and the fact that time was not on our side, we were unable to get an approval from the delegate at the inspectorate for basic education. The research authorization from the dean of studies of the faculty of education was thus taken to the head teachers of the institutions who gave their accord through a written note to teachers of the various classes involved in the research. Before going to the field, a pretest was carried out by 20pupils to find out if they were able to answer the questionnaire after which adjustments were made to meet the level of learners. The administration of the questionnaires was direct and hand delivered as written questionnaires were handed to the

pupils in the classrooms. The exercise took place in the various classrooms so as to maintain order and discipline and also to ease the administration. This was done with the assistance of the classroom teachers. Due to difficulties faced by some of the learners in reading, we assisted the learners by reading the items and the learners ticking the modalities that best suited their situation.

4.8. DATA ANALYSIS TECHNIQUE

Data analysis according to Hatch (2002) is *''a systematic search for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others'' (p.148)*. To Hatch analysis deals with *''organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations and make interpretations, mount critiques or generate theories''* (*p.148).*

Data collection for this study consisted of questionnaires which help guide the analysis process by gathering ideas and data. The statistics package for social sciences software was used for data analysis. The data collected was cleaned, analyzed and the results were interpreted. To test the hypothesis, the Spearman's correlation matrix was used. Spearman's correlation coefficient compares two interval variables or ratio variables, this identified information linked to research questions and findings. The themes for parental monitoring that we used were 3 dimensions of Epstein's parental involvement model. The findings were organized following these themes.

4.9. DIFFICULTIES ENCOUNTERED

There were a number of difficulties encountered in the process of carrying out the research, some of which included the following.

Getting authorization from the inspectorate of basic education to carry out research in GBPS Biyem-Assi was not an easy process as every effort to get the authorization by the inspector was futile for over a month.

Collecting data was not an easy task. Meeting the head teacher of the school to take permission to conduct the study was not easy. This is because she was often busy with administrative duties and her attention was always needed at the inspectorate. Getting to meet her to get permission took about a week.

Handling children was not easy. This is because most of them were distracted by the presence of a stranger in their midst. Some were overly excited and hurriedly answered the

questions without guidance. This resulted to waste of resources as they had to be given new copies of questionnaires.

Another difficulty encountered was that some of the learners could not read owing to the fact that most of the leaners were IDP's and had stayed home for some years due to the crisis in the NW and SW regions of Cameroon. More time was thus spent on such learners to read out the questions for them to pick the options that reflected their situation.

4-9-ETHICAL CONSIDERATION

Dealing with humans is very challenging for researchers in general as they are usually in search for the truth but the search for this truth should not violet the rights of participants the researcher is dealing with (Cohen, Manion, Keith, 2000). According to Bryman (2012) ethical issues should not be ignored when dealing with human beings since they relate directly to the integrity of a piece of research and of the discipline that are involved in the research. In conducting a research Diener and Crandall (1978) proposes four aspects that the researcher must take into consideration to avoid before venturing into interviews. These are; harm to participants, lack of informed consent, invasion of privacy and deception. Conducting a research is a matter of mutual trust between the researcher and the population he is working with. Lewin (1990) argues that "it would be a short-sighted researcher that did not exercise discretion sensitively" (p. 141).

Conscious of these ethical issues mentioned above the researcher was morally bound to respect the rights of the participants. The researcher obtained informed consent from the parents of each of the participant indicating their approval since the participants were minors. The participants were also made anonymous. Participants were informed that their responses were confidential and each participant was not privy to another's responses. All the participants were treated with respect and their responses valued. Data collected was secured and the participants were not mentioned at any level of the study.

This chapter deals with the method that was used for data collection. Here we had to recall the objectives and resear.ch questions of the study. We explained the sample size, study population, study site, the method and tools for data collection as well as the procedure for the analysis of data collected. The characteristics for inclusion and exclusion of the sample and the limitations of the study were also exposed here.

CHAPTER 5: PRESENTATION AND ANALYSIS OF DATA

The purpose of our quantitative study was to bring out the relationship between parental monitoring and the adaptation of learners to the school rhythm amidst COVID 19 pandemic period. Data was collected through questionnaires administered on 200 pupils. This chapter reports the data analysis and findings of the study in relation to the general and specific research questions.

5.1. PRESENTATION OF DATA

5.1.1. Distribution of Respondents by Age Group

The researcher wanted to establish the responsiveness of the participant by their age. The finding of the question is presented in the table below:

Table 3: Distribution of Respondents by Age group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7 - 9 years	22	11.0	11.0	11.0
	10 -12years	122	61.0	61.0	72.0
	13-15 years	56	28.0	28.0	100.0
	Total	200	100.0	100.0	

Source : Field Survey, 2021

From above table, it is observed that 22 representing 11% of the respondents stated that they are between 7 to 9 years of age. Also 122 representing 61% of the respondents stated that they are between 10 to 12 years, while 56 representing 28% of the respondents stated that they are between 13 to 15 years of age.

5.1.2. Distribution of Respondents by Class

The researcher wanted to establish the responsiveness of the participant by their class. The finding of the question is presented in the table below:

Table 4: Distribution of Respondents by Class

What Class are you?					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Class 6	100	50.0	50.0	50.0
	Class 5	100	50.0	50.0	99.0
	Total	200	100.0	100.0	

Source : Field Survey, 2021

Form the table above, it can be seen that 100 representing 50 % of the respondents stated that they are in class 6 while 100 representing 50% of the respondents stated that they are in class 5. Indicating that we collected that from equal number of students from both classes.

5.2. STUDENT GUARDIANS'

This study equally sought to know who the students live with by asking the question "Who do you live with?" and the responses are presented on the below table;

Table 5: Learners Guardian Whom they live with

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Both Parents	68	34.0	34.0	34.0
	Mother	68	34.0	34.0	68.0
	Father	14	7.0	7.0	75.0
	Extended Relative	50	25.0	25.0	100.0
	Total	200	100.0	100.0	

Source : Field Survey, 2021

From the table above, the result shows that 68 representing 34% of the respondents stated that the live with both parents. Also 68 representing 34% of the respondents stated that they live with their mother. More so, 14 representing 7% of the respondents stated that the live with their father. While, 50 representing 25% of the respondents stated that they live with extended relatives.

5.2.1. Guardians' Occupation

This study equally sought to know the occupation of students' guardian by asking the question "What is their guardian's occupation?" and the responses are presented on the below table.

Table 6: Occupation of learners' Guardian

What is their occupation?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Trader	48	24.0	25.3	25.3
	Medical Personnel	40	20.0	21.1	46.3

	Military Officer	26	13.0	13.7	60.0
	Brick layer	30	15.0	15.8	75.8
	Farmer	2	1.0	1.1	76.8
	Fashion Designer	8	4.0	4.2	81.1
	Taxi Driver	6	3.0	3.2	84.2
	Teacher	30	15.0	15.8	100.0
	Total	190	95.0	100.0	
Missing	System	10	5.0		
Total		200	100.0		

Source : Field Survey, 2021

From the table above, it shows that 48 representing 24% of the respondents stated that their guardians are traders (business men/women), 40 representing 20% of the respondents stated that their parents are medical personnel, 26 representing 13% of the respondents stated that their parents are military officer, 30 representing 15% of the respondents stated that their guardians are brick layer, 2 representing 1% of the respondents stated that their guardians are farmer, 8 representing 4% of the respondents stated that their guardians are fashion designer (tailor/seamstress), 6 representing 3% of the respondents stated that their parents are taxi driver, while 30 representing 15% of the respondents stated that their parents are teachers. However, 10 representing 5% of the respondents did not state their guardians' occupation.

5.2.2. Guardians' Level of Education

This study also sought to know the students' guardians level of education by asking the question "What is their highest level of education?" and the responses are presented on the below table;

Table 7: Guardians' Level of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	10	5.0	20.0	20.0
	Secondary	18	9.0	36.0	56.0
	Tertiary	22	11.0	44.0	100.0
	Total	50	25.0	100.0	
Missing	System	150	75.0		
Total		200	100.0		

Source : Field Survey, 2021

From the table above, it shows that 10 representing 5% of the respondents stated that their parents highest level of education is primary, 18 representing 9% of the respondents stated that their parents highest level of education is secondary, while 22 representing 44% of the respondents stated that their parents highest level of education is tertiary. However, 150 representing 75% of the respondents did not state the level of education of their guardians.

5.3. PARENTS LEVEL OF PARENTING

Which of the following best describes your parent's level of parenting?

Table 8: Distribution of responses on Parents Level of Parenting

	Never		Sometimes		Often		Always	
	Count	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
My parents provide me with ICT tools to work	54	27.0%	88	44.0%	18	9.0%	40	20.0%
My parents control my TV time and play time	36	18.0%	74	37.0%	38	19.0%	52	26.0%
My parents set alarms for lessons and school time	68	34.0%	34	17.0%	22	11.0%	76	38.0%
My parents limit my interactions with friends as a barrier measure	62	31.0%	60	30.0%	16	8.0%	62	31.0%
My parents monitor my school progress	74	37.0%	54	27.0%	22	11.0%	50	25.0%
My parents work with me at home to reinforce what teacher has already done	52	26.0%	62	31.0%	32	16.0%	54	27.0%
My parents set time for morning and afternoon school	48	24.0%	60	30.0%	32	16.0%	60	30.0%
My parents pay home teachers to assist me.	84	42.0%	42	21.0%	22	11.0%	52	26.0%
My parents provide a quiet place for me to study	78	39.0%	48	24.0%	14	7.0%	60	30.0%

Source : Field Survey, 2021

From the table above, it shows that 40 representing 20% of the respondents stated that their parents always provide them with ICT tools to work as their response was in favor of "always" whereas 18 representing 9%, 88 representing 44% and 54 representing 27% of

learners were in favor of often, sometimes and never respectively for the variable. 52 representing 26% of the respondents stated that their parents always control their TV time and play time, whereas 36 representing 18% , 74 representing 37% and 38 representing 19% were in favor of never, sometimes and often respectively in relation to this variable.76 representing 38% of the respondents stated that their parents set alarms for lessons and school time, while 68 learners representing 34%, 34 representing 17% and 22 representing 11% were in favor of never, sometimes and often respectively. 62 representing 31% of the respondents stated that their parents "always" limit their interaction with friends as a barrier measure 50 representing 25% of the respondents stated that their parents monitor their school progress while 62 representing 31%, 60 representing 30% and 16 representing 8% were in favor of never sometimes and often in relation to this variable, 54 representing 27% of the respondents stated that their parents work with them at home to reinforce what teacher has already done, where as52 representing 26%, 62 representing 31% and 32 representing 16% of the respondents were in favor of never, sometimes and often respectively in relation to the variable. 60 representing 30% of the respondents stated that their parents set time for morning and afternoon school while 48 representing 24%, 60 representing 30% and 32 representing 16% respondents were in favor of never, sometimes and often in relation to this variable.52 representing 26% of the respondents stated that their parents always pay home teachers to assist them while 84 representing 42%, 42 representing 21% and 22 representing 11% respondents were in favor of never, sometimes and often in relation to this variable. 60 representing 30% of the respondents stated that their parents always provide a quiet place for them to study while 78 representing 39%, 48 representing 24% and 14 representing 7% respondents were in favor of never, sometimes and often in relation to this variable.

5.4. STUDENT COMMUNICATION WITH PARENTS

Which of the following best describes your communication with parents?

Table 9: Distribution of responses on Student Communication with Parents

	Never		Sometimes		Often		Always	
	Count	%	Count	%	Count	%	Count	%
My parents ask questions about school work	36	18.0%	62	31.0%	22	11.0%	80	40.0%

My parents encourage me to study at home	48	24.0%	40	20.0%	14	7.0%	98	49.0%
My parents know my school time table	48	24.0%	54	27.0%	16	8.0%	82	41.0%
when I come back from school my parents ask how my school day was	42	21.0%	82	41.0%	12	6.0%	64	32.0%
when I tell them how my day was they pay much attention	62	31.0%	72	36.0%	14	7.0%	52	26.0%

Source: Field Survey, 2021

From the table above, it shows that 80 representing 40% of the respondents stated that their always parents ask question about school work, while 36 representing 18%, 62 representing 31% and 22 representing 11% were in favor of never, sometimes and often respectively in relation to this variable. 98 representing 49% of the respondents stated that their parents always encourage them to study at home, while 48 representing 24%, 40 representing 20% and 14 representing 7% of respondents were in favor of never, sometimes and often respectively in relation to this variable. 82 representing 41% of the respondents stated that their parents always know their school time table, whereas 48 representing 24%, 54 representing 27% and 16 representing 8% were in favor of never, sometimes and often in relation to this variable. 64 representing 32% of the respondents stated that their parents ask how the day was in school, while 42 representing 21%, 82 representing 41% and 12 representing 6% were in favor of never, sometimes and often respectively in relation to this variable. And 52representing 26% of the respondents stated that their parents pay attention to them while they explain how their day was in school, while 62 representing 31%, 72 representing 36% and 14 representing 7% respondents were in favor of never, sometimes and often respectively in relation to this variable.

5.5. COMMUNICATION BETWEEN PARENTS AND TEACHERS

Which of the following best describe communication between parents and teachers?

Table 10: Distribution of responses on Communication between Parents and Teachers

	Never		Sometimes		Often		Always	
	Count	**N %**	**Count**	**%**	**Count**	**%**	**Count**	**%**
My parents solicit information from school	62	31.0%	74	37.0%	12	6.0%	52	26.0%
My parents assist in the PTA	72	36.0%	86	43.0%	10	5.0%	32	16.0%
My parents ask teachers about my progress	86	43.0%	58	29.0%	10	5.0%	46	23.0%
My parents asks teachers on how to assist at home	96	48.0%	52	26.0%	28	14.0%	24	12.0%
My parents call teachers to find out if there is homework	82	41.0%	52	26.0%	20	10.0%	46	23.0%

Source : Field Survey, 2021

From the table above, it shows that 52 representing 26% of the respondents stated that their parents solicit information from the school, while 62 representing 31%, 74 representing 37% and 12 representing 6% of the respondents were in favor of never, sometimes and often in relation to this variable. 32 representing 16% of the respondents stated that their parent assist in the PTA, while 72 representing 36%, 86 representing 43% and 10 representing 5% of the respondents were in favor of never, sometimes and often respectively in relation to this variable. 46 representing 23% of the respondents stated that their parents ask teachers about my progress, whereas 86 representing 43%, 58 representing 29% and 10 representing 5% respondents were in favor of never, sometimes and often in relation to this variable. 24 representing 12% of the respondents stated that their parents ask teachers on how to assist at home while 96 representing 48%, 52 representing 26% and 28 representing 14% respondents were in favor of never, sometimes and often in relation to this variable. And 46 representing 23% of the respondents stated that their parents call teachers to find out if there is homework

whereas 82 representing 41%, 52 representing 26% and 20 representing 10% respondents were in favor of never, sometimes and often in relation to this variable.

5.6. PARENTS HELPING WITH HOMEWORK

Which of the following best describes helping with homework?

Table 11: Distribution of responses on Parents helping with homework

	Never		Sometimes		Often		Always	
	Count	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
My parents ask to know if I have homework	82	41.0%	40	20.0%	12	6.0%	66	33.0%
My parents check my books	86	43.0%	58	29.0%	10	5.0%	46	23.0%
My parents help me with my homework	88	44.0%	58	29.0%	14	7.0%	40	20.0%
My parents make sure my teacher sends my homework their phone	90	45.0%	52	26.0%	20	10.0%	38	19.0%
My parents provide the necessary ICT tools to work with at home	88	44.0%	44	22.0%	16	8.0%	52	26.0%
My parents pay home teachers to assist me at home	74	37.0%	66	33.0%	18	9.0%	42	21.0%

Source : Field Survey, 2021

From the table above, it shows that 66 representing 33% of the respondents stated that their parents always ask to know if they have homework, whereas 82 representing 41%, 40 representing 20% and 12 representing 6% were in favor of never, sometimes and often respectively in relation to this variable. 46 representing 23% of the respondents stated that their parents always check their books, while 86 representing 43%, 58 representing 29% and 10 representing 5% were in favor of never, sometimes and often respectively in relation to this variable. 40 representing 20% of the respondents stated that their parents always help them with their homework while 88 representing 44%, 58 representing 29% and 14 representing 7% of learners were in favor of never, sometimes and often respectively in relation to this variable. 38 representing 19% of the respondents stated that their parents always make sure their teacher sends their homework to their phone, while 90 representing 45%, 52 representing 26% and 20 representing 10% of learners were in favor of never, sometimes and often respectively in relation to this variable. 52 representing 26% of the

respondents stated that their parents always provide the necessary ICT tools to work with at home while 88 representing 44%, 44 representing 22% and 16 representing 8% of learners were in favor of never, sometimes and often respectively in relation to this variable. And 42 representing 21% of the respondents stated that their parents always pay home teachers to assist them at home while 74 representing 37%, 66 representing 33% and 18 representing 9% of learners were in favor of never, sometimes and often respectively in relation to this variable.

5.7. STUDENT ADAPTATION

Which of the following best describes adaptation?

Table 12: Distribution of responses on learner Adaptation

	Never		Sometimes		Often		Always	
	Count	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
I wake up early to prepare for school	60	30.0%	58	29.0%	16	8.0%	66	33.0%
I manage my learning and play time on my own	66	33.0%	60	30.0%	24	12.0%	50	25.0%
I study on my own	62	31.0%	62	31.0%	18	9.0%	58	29.0%
I follow my learning time table	56	28.0%	84	42.0%	16	8.0%	44	22.0%
I do my homework on time	70	35.0%	50	25.0%	34	17.0%	46	23.0%
I follow my lessons on TV without a reminder from my parents	72	36.0%	42	21.0%	18	9.0%	68	34.0%
I check my parents phone to make sure my school work has been sent	78	39.0%	58	29.0%	18	9.0%	46	23.0%
I remind my parents to check their phones to make sure my homework has been sent	100	50.0%	30	15.0%	26	13.0%	44	22.0%
I know my school time table	94	47.0%	34	17.0%	28	14.0%	44	22.0%

Source : Field Survey, 2021

From the result on the table above, it shows that 66 representing 33% of the respondents stated that they always wake up early to prepare for school, while 16

representing 8%, 58 representing 29% and 60 representing 30% of learners were in favor of often, sometimes and never respectively in relation to the variable. 50 representing 25% of the respondents stated that they always manage their learning and play time on their own, whereas 24 representing 12%, 60 representing 30% and 66 representing 33% of learners were in favor of often, sometimes and never respectively in relation to this variable. 58 representing 29% of the respondents stated that they study own their own, while 18 representing 9%, 62 representing 31% and 62 representing 31% of learners were in favor of often, sometimes and never respectively in relation to this variable. 44 representing 22% of the respondents stated that they always follow their learning time table, while 16 representing 8%, 84 representing 42% and 56 representing 28% of learners were in favor of often, sometimes and never in relation to this variable. 46 representing 23% of the respondents stated that they always do their homework on time, while34 representing 17%, 50 representing 25% and 70 representing 35% of learners were in favor of often, sometimes and never respectively in relation to this variable. 68 representing 34% of the respondents stated that they always follow their lessons on TV without a reminder from their parents, while 18 representing 9%, 42 representing 21% and 72 representing 36% of learners were in favor of often, sometimes and never respectively for this variable. 46 representing 23% of the respondents stated that they always check their parents phone to make sure their school work has been sent, while 18 representing 9%, 58 representing 29% and 78 representing 39% of learners were in favor of often, sometimes and never respectively for this variable. 44 representing 22% of the respondents stated that they remind their parents to check their phones so as to make sure their homework has been sent while 26 representing 13%, 30 representing 15% and 100 representing 50% of learners were in favor of often, sometimes and never respectively for this variable. And 44 representing 22% of the respondents stated that they know their school time table while 28 representing 14%, 34 representing 17% and 94 representing 47% of learners were in favor of often, sometimes and never respectively for this variable.

5.8. HYPOTHESIS TESTING

The present study sought to examine the link between communication between parents and teachers, learning at home and parenting and Adaptation of learners amidst the COVID-19 pandemic. Using the Spearman’s Rho analysis, the results are revealed as below

Table 13: Correlation Analysis Matrix

Correlations						
			Adaptation of Learners	**Communication between Parents and Teachers**	**Learning at home**	**Parenting**
Spearman's rho	Adaptation of Learners	Correlation Coefficient	1.000	.323**	.405**	.175*
		Sig. (2-tailed)	.	.000	.000	.013
	Communication between Parents and Teachers	Correlation Coefficient	.323**	1.000	.253**	.440**
		Sig. (2-tailed)	.000	.	.000	.000
	Learning at Home	Correlation Coefficient	.405**	.253**	1.000	.311**
		Sig. (2-tailed)	.000	.000	.	.000
	Parenting	Correlation Coefficient	.175*	.440**	.311**	1.000
		Sig. (2-tailed)	.013	.000	.000	.

**. Correlation is significant at the 0.01 level (2-tailed).

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

Source: Field Survey, 2021

From the above table is revealed that the link between each variable and itself is unitary (1) indicating that each variable is perfectly linked to itself.

5.8.1. Hypothesis One

There is a link between communication between parents and teachers and the adaptation of learners to the school rhythm amidst the COVID -19 pandemic period.

From the correlation matrix above, it is seen that communication between parents and teachers has a significant and positive link with adaption of learners to the school rhythm amidst covid-19. This is given by a correlation coefficient of 0.323 which indicates that a 1% increase in the communication between parents and teachers will lead to a 32.3% increase in the adaptation of learners amidst covid-19. This is significant at a 1% level. Thus, we uphold hypothesis one which states that, “There is a link between communication between parents and teachers and the adaptation of learners to the school rhythm amidst the COVID -19 pandemic period."

5.8.2. Hypothesis Two

There is a link between learning at home and the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period.

From the correlation matrix above, it is seen that learning at home has a significant and positive link with adaption of learners to the school rhythm amidst covid-19. This is given by a correlation coefficient of 0.405 which indicates that a 1% increase in learning at home will lead to a 40.5% increase in the adaptation of learners amidst covid-19. This is significant at a 1% level. Thus, we uphold hypothesis two which states that, “There is a link between learning at home and the adaptation of learners to the school rhythm amidst the COVID -19 pandemic period."

5.8.3. Hypothesis Three

There is a link between parenting and the adaptation of learners to the school rhythm amidst the COVID- 19 period.

From the correlation matrix above, it is revealed that parenting has a significant and positive link with the adaption of learners amidst covid-19. This is given by a correlation coefficient of 0.175 which indicates that a 1% improvement in the parenting will lead to a 17.5% increase in the adaptation of learners amidst covid-19. This is significant at a 5% level. Thus, we uphold hypothesis three which states that, “There is a link between communication between parenting and the adaptation of learners to the school rhythm amidst the COVID -19 pandemic period."

This chapter provided the presentation and analysis of the results of the questionnaires conducted on learners. These responses were used to present answers for the three research questions which were all strengthened by the correlation of data. Here we also tested and confirmed our three hypotheses through the correlation matrix of the variables.

CHAPTER 6: DATA INTERPRETATION, DISCUSSION AND PERSPECTIVE

This section presents major findings and interpretation and discussions generated from the primary data obtained during the study. The discussions will be presented based on the three characteristics of Epstein model of parental monitoring. The purpose of this quantitative study was to bring out the relationship that exists between parental monitoring and leaners adaptation to the school rhythm amidst COVID-19 pandemic period. We selected this research topic to address the gap that exists between leaners adaptation and the school rhythm as a result of the changes in the school milieu brought by the outbreak of COVID-19. We used a purposive sampling to select participants who were served with questionnaires. The questionnaires were anonymous so as to make participants feel comfortable in answering the questions. The source of data collection was children of class 5 and 6. To analyse the data we used SPSS software program. In this chapter we are going to analyse the findings for the research questions, implications for social change and suggestions for action and future research.

6.1. INTERPRETATION OF FINDINGS

6.1.1. Interpretation of findings for research question 1

The first research question was ‘’is there a link between communication between parents and teachers and the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period?’’. From this we subdivided communication into two-communication between parents and teachers and communication between parents and learners. This is because communication between parents and children and communication between parents and teachers is very important in monitoring as it gives parents knowledge on information concerning the child. Based on the analysis of the learners’ responses communication between parents and teachers played a significant role in learner adaptation. Most learners agreed that communication between their parents and teachers helped them to adjust and adapt to the changes in school rhythm brought by the COVID-19. Table no 9 revealed that most children communicate with their parents. This is seen from the high percentages recorded under some variables in favour of ‘‘always’’. For instance, under the variable “my parents encourage me to study at home” 98 children were in favour of “always” which stood at 49% and the variable “my parents know my time table” which stood at 41% This shows the importance of parent’s participation in learner education at the basic level. This finding is consistent with the decree which advocates parent’s involvement in in school through the PTA.

The research also revealed the negligent attitude of some parents through high percentages in favour of never and sometimes concerning the variables “when i come back from school my parents ask how my school day was” and “when i tell my parents how my day was they pay much attention” which stood at 21% and 31% respectively in favour of “never” and 41% and 36% respectively in favour of sometimes. The research also revealed that most parents seem to pay less attention about communicating with children’s teacher. This is seen from the high percentage recorded in favour of “never” for all variables. With percentages for these variables at 31%, 36%, 43%, 48%, 41% respectively and in favour of ‘‘sometimes’’ at 37%, 43%, 29%, 26% and 26% respectively.

This finding supports the application of Bronfenbrenner (1979) ecological systems theory emphasizing that parents and teachers are members of the microsystem in which their role is an important part of children’s wellbeing and adaptations. This also encourages partnership between parents and teachers which can bring about harmony and influence child’s performance since adaption is seen from improved learner performances. Other research has shown that parent teacher relationship influences children’s academic performances (Baumgartner and McBride, 2007). The findings also revealed that communication plays a major role in building relations because it influences children’s learning. Epstein’s (1995) theory supported the position that schools and teachers should work together to support children’s academic skills. For children to adapt easily parents and teachers need to work together and this is made possible through communication. Thus working together requires teachers to communicate with parents because it is important to build relationships with parents that support children’s adaptations and learning (Epstein, 1995).

6.1.2. Interpretation of findings for research question 2

The second research question was ‘‘is there a link between learning and home and the adaptation of learners to the school rhythm amidst COVID-19 pandemic period’’. Learners’ responses revealed that parent’s assistance with homework at home could help children improve not only their learning but also adaptation to school changes during the COVID-19 period. Findings revealed that some parents do not seem to pay much attention about helping children with their homework. This was evident from high percentages related to the variable which stood at 40%, 43%, 44%, 45%, 44%, and 37% respectively in favour of “never”. These responses suggest the absence of parents from home due to long working hours. Assisting

with homework could also help develop new ways of dealing with children's issues of learning in school. Helping at home could also enable parents discover some difficulties faced by children which they could discuss with school authorities on ways of improving them through professional development trainings.

6.1.3. Interpretation of findings for research question 3

The third research question was ''is there a link between parenting and the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period' 'Summaries presented in table 7 generally revealed that most parents did not monitor their children compared to parents who "sometimes"," often" and "always" monitored their children. A critical analysis of summaries across the table revealed that the highest percentages of responses belong to the variable "my parents pay home teachers to assist me". This was evident in estimated percentages of 42% in favour of never and the variable "my parents provide me with ICT tools to work" whose percentage stood at 44% in favour of sometimes. These findings revealed that most parents are not able to pay home teachers to assist these children from home owing to the fact that most of them are from economically disadvantaged backgrounds as seen from their educational and occupational background of parents who were mostly tailors and vendors.

This also suggests that most parents are never around to help children as they spend much time at work or at their business places. This is because the most common ICT tool that an average Cameroonian parent can afford is an android mobile phone. Most parents too were not able to afford android phones which can enable learners to access learning through the internet. Learner's responses suggest that apart from work, illiteracy and negligence on the part of the parents also contribute towards low levels on parental monitoring in children's education. This finding shows that parents play a vital role in meeting learner's school demands. This is thus important for schools to support parenting skills. From the responses parents whose jobs were too demanding did not consecrate so much time on checking on children's school activities. Whereas children whose parents were very much available proved better adjustments to school activities. Some of these parents too were not very much active because of little or no communication with teachers. Thus there is need for schools to collect information from parents. This type of information according to Epstein (2011) will help the school understand how to meet the needs of both learners and families. Parents who

cannot be able to meet up with PTA can receive information using different means such as mails and phone calls.

These research findings are supported by Haas, (1992), Milkie and Peltola, (1999) who stated that workplace barriers such as long work hours are ranked by fathers as the most important reason for low levels of parental involvement. Not only do children of these parents suffer academically but these children are also more likely to have social and emotional difficulties (Strazdins, Clements, Korda, Broom and D'Souza, 2006).

6.1.4. Intepretation of findings on adaptation

The findings generally suggest that most children were able to adapt to the school rhythm during the COVID-19 pandemic period. This is seen from the high percentages in favour of "always" for the variables "i wake up early to prepare for school". These responses suggest that with the absence of parents due to their jobs, some children learned to do things by themselves reason why they are able to wake up early and prepare for school on their own. But that notwithstanding the research revealed that most learners still have not adapted to the school rhythm as seen from the percentages in favour of never for all variables which stood at 33%, 31%, 28%, 35% and 36% respectively. But then the correlation matrix coefficient which stood at 32.3% increase in adaptation if there is a 1% increase in communication between parents and teachers, 40.5% increase in adaptation if there is a 1% increase in learning at home and a 17.5% increase in adaptation if there is a 1% increase in parenting.

6.2. IMPLICATIONS FOR SOCIAL CHANGE

The study's importance can be seen from its implication for social change. These implications are significant in that the study might empower primary school administrators to create policies and procedures regarding parental monitoring which may serve as a guideline for parents to become more involved in their children's school and activities related to their learning and adaptation. The role of the parent is very important to a child's adaptation, the need to create partnership between parents and the school will make parents more active in child's education and consequently ease learner adaptation in the course of any changes children come across in the future. Training sessions could also be organised for parents to train them on ways of monitoring and getting more involved in their children's school since early school years are very critical in a child and the child's future adaptations and learning.

6.3. SUGGESTIONS

The results of this study indicated that parental monitoring was linked to learner adaptation as seen from positive improvement, higher achievement, improved learning, increased cooperative behaviour between parents and learners. Though some parents monitor and are actively involved in their children's education there are still some parents who lack interest and do not participate in their children's education. This is because family school partnership has been emphasized as the main force for supporting the adjustment of children to school (Kieth et al, 1993).There is thus need to increase parental engagement in early childhood education to prepare children for future adaptation to new changes in the education milieu. I would suggest the following actions:

1. The ministry of basic education could mandate that primary school programs should develop policies and procedures for parental monitoring and parental involvement
2. The ministry of basic education could mandate all primary school programs to provide training sessions in which parents are sensitized on how to enhance monitoring strategies that will help children cope with changes in the school.
3. Primary school administrators could also provide parents with a parent handbook at the beginning of the school year that will enable parents to follow and participate in school activities whenever need be.
4. The ministry could also mandate that PTA meetings and attendance of parents is obligatory.
5. A parent resource room could be provided for parents to meet other parents, obtain resources and exchange ideas on monitoring strategies.
6. Primary school administrators implement school related activities that involve parents so that parents can develop and build new monitoring measures that are profitable to children in school.
7. Parental involvement in areas like academic achievement and social development should be initiated in which parents are involved in their children's school work from the nursery to high school.
8. Primary school administrators could also come up with school related activities that involve parents.

These suggestions can be promulgated by primary school administrators and implemented in programs to promote stronger parental engagement and support in children's education so as to facilitate smooth adaption and integration to new changes in school.

6.4. PERSPECTIVES

Several researches have recognised parental monitoring and teacher parent relationships as important and essential components in children's education (Epstein, 2011; Bronfenbrenner 1979). Parents need to develop an in-depth understanding regarding the parental monitoring, engaging in children's education and building of parent teacher relationships to enhance monitoring. Research shows that parent's engagement in children's education supports children's learning and prepares them for future adaptations and success. Partnership between the school and the home creates the home school consistency which had been considered to be very important for child development and other positive student outcomes adaptation included. Additional research is thus needed to increase the understanding of parental monitoring on children. Following research finding we propose the following:

1. Additional quantitative research that deals with the barriers that parents face regarding their parental roles to address the limited number of extended studies on parental monitoring.
2. More research that explores how parents can build relationships with primary school teachers that can help parents in the course of monitoring.
3. A quantitative study exploring the adaptation of learners to the school rhythm

Research of this nature can help identify the factors that affect parental monitoring so as to bring about the social change that is needed.

This chapter provide us with the interpretation for findings for various research questions. findings on research question one shows that communication between parents and teachers played a role in learner adaptation which is supported by Bronfenbrenners (1979) ecological systems theory which sees parents and teachers as belonging to the child's microsystem and very important for the child's wellbeing and the degree that advocates for parents participation in school activities through the PTA. Findings for research question two show that most parents were not very much available to help children at home due to the nature of their jobs and the long working hours undergone by parents. While findings on research question three show that most parents were unable to provide children with the tools they need to adapt easily due to the fact that they were from low SES backgrounds. The implications for social change and recommendations for further research were also exposed as there is need to get parents more involved in children's education.

GENERAL CONCLUSION

The aim of the study was bring out the relationship between parental monitoring and the adaptation of children to the school rhythm amidst the COVID-19 pandemic period. This study was thus designed to address the research gap by testing associations from studies on school rhythm, theories and research on parental monitoring and the empirical experiences and insights regarding the outbreak of the covid19. With the problem being the maladaptation of the learners to the school rhythm during the COVID-19 pandemic period. To investigate this problem therefore we formulated the topic of our dissertation as: "The Effects of Parental Monitoring on the Adapatation of Learners to the School Rythm Amisdt The Covid-19 Pandemic Period. This is situated in a context in which there is an outbreak of a health crisis with devastating result on human lives as seen from the high death tolls and its rapid spread throughout the world. Schools were closed down as a measure to curb down the spread of the disease. And recourse was made to internet to assure school continuity. Parents and the home replaced the teacher and the classroom. The shift schooling system was also introduced. Some learners found it difficult to adjust to these new teaching and learning ways. Some became lazy, some saw it as having enough time to play and others as an opportunity for them to help their parents with socioeconomic activities as most were from low SES backgrounds. The study had as objective to study the relationship or link that exists between parental monitoring and the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period. With the principal research question being: Is there a link between parental monitoring and the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period? And specifically:

- Is there a link between communication between parents and teachers and the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period?

- Is there a link between learning at home and the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period?

- Is there a link between parenting and the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period?

The hypotheses of the study were pertinent as they guided our research. In a general manner; there is a link between parental monitoring and the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period. From this came the specific hypotheses;

- There is a link between communication between parents and teachers and the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period.
- There is a link between learning at home and the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period.
- There is a link between parenting the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period.

To analyse and better understand the elements that surround these questions, we made use of two theories; the ecological systems theory by Bronfenbfenner (1979) and the stress and coping theory of Lazarus and Folkman (1984) as well as studies on chronoscience.

Concerning the methodological framework of this study, it is based on a quantitative research design. Here we sort to bring out the relationship parental monitoring and learner adaptation. We used statistical data obtained through the distribution of questionnaires to learners. Data collection was from learners registered in class 5 and 6 of group A and B of the GBPS Biyem-assi. This was done with the use of a purposive sampling technique.

The findings suggest that there is need for parents to get more implicated in the monitoring behaviours that can help children adapt to changes in the school milieu. This was evident from the percentages in favour of "never" in relation to parental monitoring variables. The findings of the study apart from having practical implications they are also relevant for policy making and future studies. Educational administrators could create parent involvement policies and procedures and teachers could also come up with effective strategies to motivate parents to take part in a child's school activities.

Concerning the plan of work of this dissertation, the work is made up of six chapters Chapter 1 provided an introduction and overview of the study. The problem was also exposed as well as the objectives. The significance and delimitations were also identified. Chapter 2 was concerned with the literature review concerning COVID-19, parental monitoring and school rhythm. Chapter 3 was focused on the theoretical framework employed in the study. Chapter 4 addressed the methodology including the research design, data collection and strategies used for data analysis as well as difficulties encountered. Chapter 5 provided findings concerning the effects of parental monitoring on the adaptation of learners to the school rhythm amidst COVID-19 pandemic. While Chapter 6 dealt with an interpretation of the findings on the study and recommendations for further research.

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ANNEXES

QUESTIONAIRE

The effects of parental monitoring on the adaptation of learners to the school rhythm amidst the COVID-19 pandemic period

Parental monitoring questionnaire

Part 1 demographic information of the learner

1. What is your age…….
2. What class are you……
3. Who do you live with? a) both parents b) mother c) father d) other (indicate)…….
4. What is their occupation
5. What is their highest level of education

Part 2 parenting (never, sometimes, often, always)

Which of the following best describes your parents level of parenting?

Item	never	sometimes	often	Always
a) My parents provide me with ICT tools to work				
b) My parents control my TV time and play time				
c) My parents set alarms for lessons and school time				
d) My parents limit my interactions with friends as a barrier measure				
e) My parents monitor my school progress				
f) My parents work with me at home to reinforce what teacher has already done				
g) My parents set time for morning and afternoon school				
h) My parents pay home teachers to assist me.				
i) My parents provide a quiet place for me to study				

Part 3 communication with child and with school

Which of the following best describes your communication with parents (never, sometimes, often, always)?

Item	never	sometimes	often	always
a) My parents ask questions about school work				
b) My parents encourage me to study at home				
c) My parents know my school time table				
d) when I come back from school my parents ask how my school day was(if you agree skip e and f)				
e) my parents do not ask about my day in school				
f) when I tell them they do not pay much attention				
g) when I tell them how my day was they pay much attention				

Which of the following best describes communication between parents and teachers (never, sometimes, often, always)?

Item	never	sometimes	often	always
a) My parents solicit information from school				
a) My parents assist in the PTA				
b) My parents ask teachers about my progress				
c) My parents asks teachers on how to assist at home d) My parents call teachers to find out if there is homework				

Which of the following best describes helping with homework (never, sometimes, often, always)?

Item	never	sometimes	often	always
a) My parents ask to know if I have homework				
b) My parents check my books				
c) My parents help me with my homework				
d) My parents make sure my teacher sends my homework their phone				
e) My parents provide the necessary ICT tools to work with at home				
f) My parents pay home teachers to assist me at home				

Which of the following best describes adaptation (never, sometimes, often, always)?

Item	never	sometimes	often	always
a) I wake up early to prepare for school				
b) I manage my learning and play time on my own				
c) I study on my own				
d) I follow my learning time table				
e) I do my homework on time				
f) I follow my lessons on TV without a reminder from my parents				
g) I check my parents phone to make sure my school work has been sent				
h) I remind my parents to check their phones to make sure my homework has been sent				
i) I know my school time table				

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****

The Dean

N° 465 /21/UY1/FSE/VDSSE

AUTHORISATION FOR RESEARCH

I the undersigned, **Professor MOUPOU Moïse,** Dean of the Faculty of Education, University of Yaoundé I, hereby certify that **BONGAJUM Anastasia NWETII,** Matricule **19P3824,** is a student in Masters II in the Faculty of Education, Department: **FUNDAMENTAL STUIDES IN EDUCATION,** Specialty: **EDUCATIONAL PSYCHOLOGY.**

The concerned is carrying out a research work in view of preparing a Master's Degree, under the co-supervision of **Pr. NGUIMFACK Léonard.** Her work is titled « ***The effect of parental monitoring on the adaptation of learners to the school rythm amidst the covid-19 pandemic period*** **».**

I would be grateful if you provide her with every information that can be helpful in the realization of his research work.

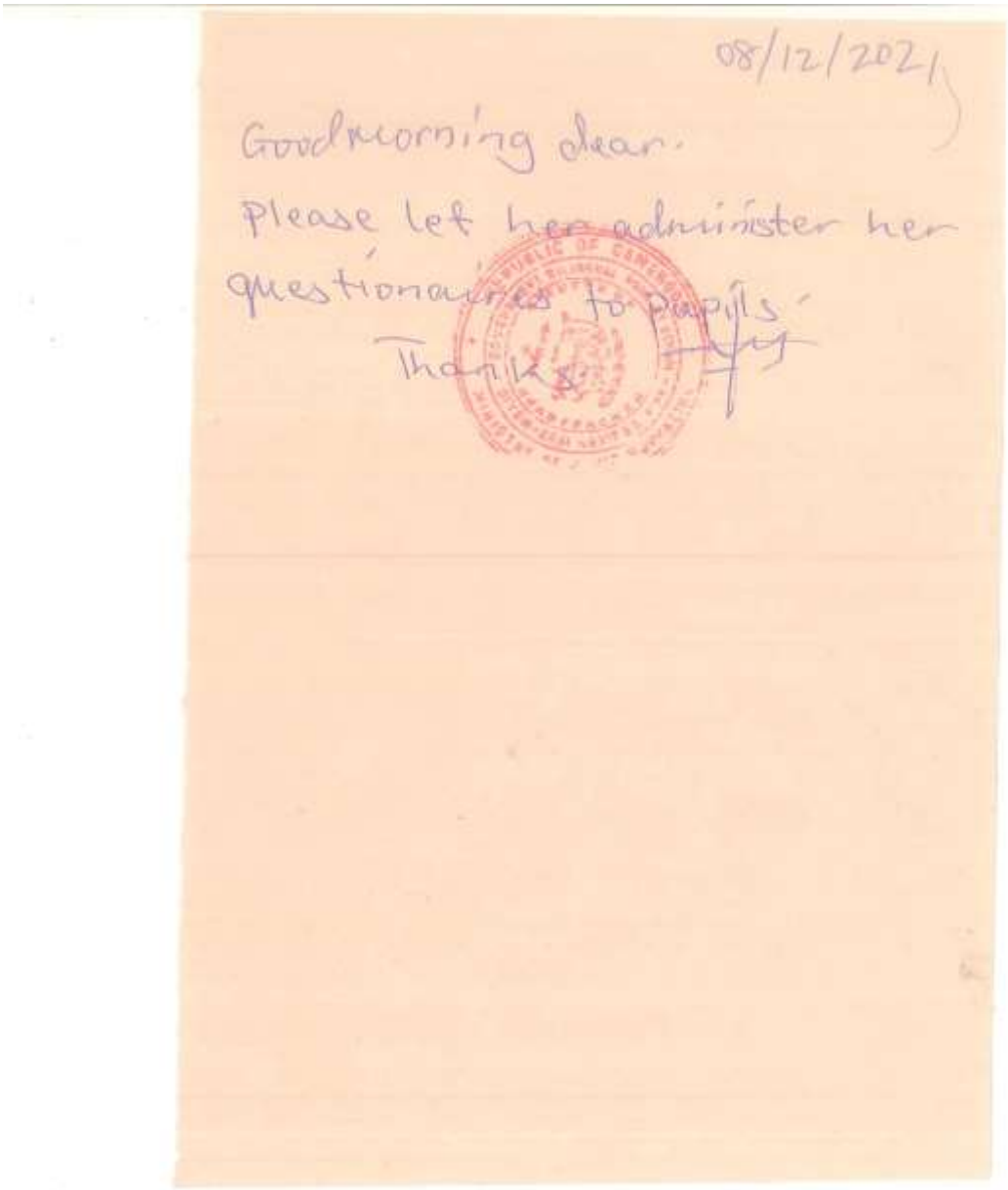
This Authorization is to serve the concerned for whatever purpose it is intended for.

Done in Yaoundé 13 MAI 2021

For the Dean, by order

BONGO Etienne
Professeur

AUTHORISATION FROM THE HEAD TEACHER GBPS Group B Biyem-assi



08/12/2021

Goodmorning dear.

Please let her administer her questionnaires to pupils.

Thanks.