

Parental Involvement in Secondary Education Processes and Effectiveness of School Administration

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ABSTRACT

Results of academic performance may depend on parental involvement in Schools and the ability of the school administrators to influence parents. High performance may also depend on the ability of the school administration to utilize the resources available at their disposal. However, it has been observed in Cameroon in general and South-West Region in particular that performance in public secondary schools is deteriorating in spite of the government's effort in providing funds and other resources. The researcher observes the lack of parental involvement in secondary education to be one of the reasons for this deterioration in school performance and hence administrative ineffectiveness. Therefore, this study sought to investigate parental involvement in secondary education processes and effectiveness of school administration in the South-West Region of Cameroon. More specifically, the study was aimed at finding out which form of parental involvement in secondary education influences administrative effectiveness. The main theories used in this study were, Katz and Kahn's open system theory, Bronfenbrenner ecological system theory and Henri Fayol's theory of principles of administration. The study comprises of 24 government secondary schools selected from all the divisions that makes up the South-West Region of Cameroon using a random sampling technique. Therefore, a total of 24 principals, 374 teachers and 421 parents, selected through the simple random sampling technique participated in the study. Questionnaire and interview guides comprising both closed and open-ended questions were main instruments. Data were analyzed using the thematic analysis approach. Quantitative data were described using frequencies, simple percentages, mean scores, proportions and standard deviations. While Logistic Regression model was used to predict the effect of parental involvement in the administrative effectiveness of the schools. The results of the data analysis revealed that parental school-based involvement greatly influences school administration with a predictive power of 19.2% (nagelkerke r square=0.192). $\chi^2=20.473$; $p=0.009$) and this was supported by the likelihood ratio test (overall statistics: $\chi^2=31.673$; the hypothesis stated above was then rejected. Also, it was revealed that parent home based involvement in secondary education influences school administration with a predictive value of 44.4% (Nagelkerke R Square=0.444)63 this was supported by the Likelihood Ratio test (Overall statistics: $\chi^2=107.287$; $P=0.000$) and the Wald statistics ($P=0.000$). therefore, implying that the hypothesis was rejected. Finally, it was equally revealed that, parent's community based involvement in education influences school administration with a predictive value of 20.9% (Nagelkerke R Square=0.209) and this was supported by the Likelihood Ratio test (Overall statistics: $\chi^2=30.046$; $P=0.000$) and the Wald statistics ($P=0.000$). therefore, the hypothesis was rejected. The above findings led to policies formulation which are; Parents suggested that in-school and community involvement could be strengthened by principals through the following strategies; inform parents before time about school meetings and events, provide refreshment, make convenient schedule, seek and consider parents' opinions in decision-making, have students perform cultural activities, use personal invitations, identify parents with potentials and appeal to them for help, when the need arises.

KEYWORDS: Parental Involvement, School Process (Home-based), Administrative Effectiveness, Secondary Education

INTRODUCTION

Secondary school education occupies a very unique position in the educational system of any country, because it is a

transitional level that determines the academic and professional career of students. In Cameroon, the aim of

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secondary education is to provide opportunity for qualitative education for primary school leavers, cater for the differences in talents of the students, develop the country's cultural heritage, produce a generation of people who respect the dignity of labour, foster Cameroonian unity and inspire children with the desire for achievement and self-improvement both at school and in later life (Cameroon educational law, 1998). According to the Federal Government of Nigeria (2004), the broad aims of secondary education within the overall objectives are preparing students for useful living within the society and for higher education. The extent to which secondary education can accomplish its objectives depends on administrative effectiveness which in turn relies on broad based support of school by community stakeholders. Parents constitute an important component of the education community that exerts significant influence to school improvement efforts (Cameroon educational law, 1998: Section 32). Their involvement can take place at the level of schools or it can be limited to homes and the community such as helping children with assignments, providing their schooling needs and making financial and material support to schools. This study focuses on the various forms of parental involvement and their influence on school administrative effectiveness.

Background to the Study

Historical Background

Families and schools have worked together since the beginning of formal education. However, the nature of the collaboration has evolved over the years (Epstein and Sanders, 2002). Initially, families maintained a high degree of control over schooling by controlling and hiring teachers. By the middle of the 20th century, there was strict role separation between families and schools, with schools responsible for academic topics and families responsible for moral, cultural, and religious education. In addition, family and school responsibilities for education were sequential. That is, families prepared their children with the necessary skills in the early years, and schools took over from there with little or no input from families (Dampson and Mensah, 2010).

The evolution of parental involvement in education in Cameroon can also be examined based on three historical periods: pre-colonial, colonial and the post-colonial.

The pre-colonial era

Parental involvement in education can be traced as far back as the pre-colonial era. Before the advent of European explorers, traders and missionaries. That is before 1844, when the Western type of education was introduced in Cameroon by missionaries, education was provided in the family by parents, other family members and the society as a whole (MacOjong, 2008: 44). Parents, relatives and elders of the clan or community taught the young ones some basic functional skills such as craft work, drumming, singing, fishing and farming. During this time, formal education had not been introduced in Cameroon, but at least there was some form of education contrary to what western countries claimed. Indeed, every education process starts with parents getting involved.

The colonial era

The colonial era refers to the period between 1884 and 1960 and includes the German, British and French colonial eras.

During the German colonial administration of Cameroon (1884-1916), parents were bound to participate in their children's education by ensuring that they attended school regularly and were of good conduct. This was a response to some of the resolutions of the first German education ordinance of 1910 under the German Imperial Governor Seitz. Articles 4 to 9 of the ordinance made school attendance compulsory to pupils. Article 9 provided a whipping penalty for a first offence and a monetary penalty (50 marks) paid by guardians or parents for a second offence. By this, parents and guardians had an educational participatory responsibility of ensuring that their children attended school regularly so as to meet up with the compulsory school attendance laws.

The British colonial era in Anglophone Cameroon (1922-1961) also saw a great deal of parental involvement in education through the Native Administration (NA) school system. The policy of indirect rule led to the establishment of Native Authority governance structures by the British colonial authority to operate as agencies of the government. In his book entitled *Philosophical and historical foundations of education in Cameroon (1844-1960)*, MacOjong (2008: 109) briefly presents the role of families in education through the native authority governance structures. Native administrative authorities, among other things, were empowered to set up educational institutions of their own. School buildings, teachers' houses and salaries, school equipments, cost of books and other finances required for operating schools were born by the local population. Besides opening and operating its own schools, native authorities were responsible for making grants to qualified mission schools located in their areas of jurisdiction. Between 5 to 10 percent of their budget were spent on education. The expenditure covered salaries of teachers, equipments, books, contingencies and grant-in-aid to Missionary Societies. Between 1922 and 1925, NA schools increased from 10 in 1922 to 12 in 1925. Besides, a poor parent in the 1950s could, and some did, pledge valuable articles redeemable at short term to cover educational obligations to their children (MacOjong, 2008:195).

During the period of the French administration of the Francophone part of Cameroon (1922-1960), education was free and more centralized. However parental involvement became legalized following an Order of the High Commissioner of 12 February 1948 as part of educational administrative reforms. The Order re-organized the Education Department and set up a Standing Committee of Cameroon Education in the Francophone territory. Among others, the Standing Committee included two representatives of parents, one European and one African. The committee met annually to discuss the needs of the French Cameroon population as concerns education, sports, arts, craft, and cultural affairs (MacOjong, 2008: 167). By an Order of the High Commissioner of 15 July 1953, the Advisory High Council of Education was created to take the place of the Standing Committee of Cameroon Education. This new provision saw an increase in parents' representatives, from two to four: comprising three Africans and one white. The Advisory High Council of Education had as its mission, to advice the High Commissioner on matters concerning public and private education in the French administered part of Cameroon.

The Post-Colonial Era

Cameroon became independent in 1960 (East Cameroon) and 1961 (West Cameroon). The challenges of maintaining a quality education system were enormous. Education was seen as the best way to prepare young Cameroonians to occupy positions in government in order to ensure sustainable development of the new independent state. During the postcolonial period, as in earlier periods, parents were expected to ensure that their children were provided with basic inputs such as arm-boards, chalk, text and exercise books, as well as paying required dues.

Generally, the number of schools had been increasing from the colonial and postcolonial era as a consequence of increasing demand for formal education. As a result, the government, which in the most part was the major provider of educational services, was forced by economic imperatives to liberalize the provision of formal education and increase dependence on other stakeholders, especially parents. As a logical consequence, parents have become more active participants through governance structures such as the Parent-Teacher Association (PTA) and School Management Boards (SMBs) that were respectively created by the government. The PTA was created by the government through an Inter-ministerial circular No.242/L/729/MINEDUC/JMS of 25th October, 1979 organizing curricular and co-curricular activities in schools, while School Management Boards were created by Prime Ministerial Order No. 96/016/PM of 13 February 1996, charged with supervising the management of resources and disbursement operations provided for by the order.

Within the contemporary context, the contribution of parents, especially in the economic domain is enormous. For example, the Sector-Wide Approach/Education (2005) points out that in 2002, 30% of teachers in public primary schools were those paid by parents. Also, the investigations in homes reveal that private expenditure from family's amounts to 44% of the total expenditure engaged for primary schools. The total current expenditure for the entire system in 2001 was 415 billion francs CFA; 182 billion for the state, that is 43.85% and 233 billion for homes, that is 57.15% (Sector-Wide Approach/Education). Apart from contributing financially, some educated parents and community members also volunteered their services to schools, mostly as teachers.

Statement of the Problem

The Cameroon education law No. 98/004 of 14th April 1998 stipulates the goals and objectives of education in Cameroon with emphasis on efficiency. In an effort to achieve these, educational administrators face many challenges that reduce their overall performance and school effectiveness. Such as, the lack of formal training in the art of educational administration and supervisory assistance from above (Verspoor & Bregman, 2009). Despite provisions in the law creating PTA and SMB, we observe also little involvement of parents in school affairs. Schools administrative ineffectiveness has been manifested over the years in several ways including the form of wastage in the management of educational resources (see for instance Cameroon, 2006: 41). Wastage takes the form of student failure, dropout, repetition, poor management of resources, etc. and is particularly detrimental to the growth and expansion of the educational system. It reduces the chance for efficient

allocation of resources which should better serve the often underfunded rural schools and improve the quality of educational opportunities available for the children thereof. Out-of-school children and dropouts especially those in urban areas are vulnerable to the attraction of street life and organized gangs which contribute to the problems of delinquency and crime (Mekolle & Fonkeng, 2017).

Educational administrators and schools cannot afford to be characterized by ineffectiveness in an increasingly competitive and technologically driven society that is highly dependent on schools for the acquisition of integration and survival skills and competencies. The Sustainable Development Goal (SDG) number 16 talks of the need to build effective, accountable and inclusive institutions at all levels (educational system and school levels inclusive), while SDG 04 and EFA goal 06 all stresses on the need for quality education including to ensure excellence of all in the domain of literacy, numeracy and acquisition of essential life skills.

The system theory suggests that effective educational leadership is backed by strong base of support among schools and community stakeholders; but one of the greatest challenge faced by schools is the none participation of parents in school activities. According to Postlethwaite and Ross (1992), more effective schools have principals who are able to gain students' and mobilize parental support for school goals, and who place emphasis on staff development and accountability. Research conducted in other context has also shown that the involvement of parents has academic and economic benefits to schools (Babchuk, 2006). Parental involvement may therefore be helpful in addressing administrative challenges that characterize secondary schools in Cameroon. This study seeks to verify this assertion and to determine the extent to which such benefits accrue so as to recommend appropriate policies and directions.

Objectives of the Study

The general objective of this research is to appreciate the extent to which parental involvement in educational processes influence school administrative effectiveness.

Specific Objective

To find out the extent to which parents' home-based involvement influences educational administrative effectiveness.

Research Question

The following research question would guide the study:

1. To what extent does parents' home-based involvement influence educational administrative effectiveness?

Hypothesis

The following hypothesis was formulated from the research question above.

- Ho: Parents home based involvement in education does not significantly determine administrative effectiveness.
Ha: Parents home based involvement in education has significant influence on administrative effectiveness.

Literature on Home-based Parental Involvement in Education

This refers to parents' practices related to schools that take place outside of schools, usually, though not always, in the

home (Pomerantz, Moorman and Litwack, 2007). Home-based parental involvement is one of the perspectives found in the literature that explores ways in which parents utilize their resources toward academic success for their children. Researchers have found that adolescents are positively affected when strong relationships exist between both home and school environments (DePlanty, Coulter-Kern, and Duchane, 2007). Literature also revealed that activities such as parent-child discussion about school, helping the child with homework, setting school-related rules at home, and sharing with child school-related aspirations of the parent all play a critical role in administrative effectiveness and hence the social and emotional success of children (McKay, Atkins, Hawkins, Brown, and Lynn, 2005). Sheldon's (2002) research implied that variables such as parents' background, beliefs about education, and networks are all predictors of parental involvement at home. This parental home based involvement can be illustrated through the following;

Assisting children with homework; this occurs when parents who are educated assist their children back at home with their assignments. This goes a long way to strengthen administrative effectiveness as home teaching by parents helps to reduce the rate of failure and repetition of the children which is the main objective of the school, as parents tend to reinforce and repeat what has been taught in school. This is because the time the teacher could have taken to explain and elaborates on what the children have learned and have not understood, is now judiciously used in the teaching of new concepts and much time is gain for revision. This helps to improve on students' academic performance.

Parents also help their children at home to coin out project topics and develop the content. This is all in a bit to facilitate teaching and learning in the school which in turn influences administrative effectiveness.

Also, parenting is one aspect of parents' home-based involvement in education. This is when parents start preparing their children for school. In this case they lecture their children on how the school operates and on some of the rules and regulation guiding the students in the school. With this in mind, before the students enter secondary schools they are already aware of some of the laws, rules and regulations binding the school and with a good drill from their parents, they are very much willing not to go against these school rules and regulations. Hence administrative effectiveness. This is because the time that could have been taken to organize disciplinary councils is now put in the teaching and learning process.

Again, child maintenance at home is another aspect of parental home-based involvement in school. This is seen where parents make sure their children receive all the home care they need in order to success in school. They do this by providing the children their three square meals, allocating good reading space, and providing if not all, the essential school needs in time. This will equally influence administrative effectiveness. This is because the time the school administration could have used to send the students home for either school fees or other school needs is used effectively for teaching and learning.

Furthermore, parents themselves as learners at home, is an aspect of parents' home-based involvement in school. This is

because when parents tend to help their children with their homework, they themselves tend to benefit by learning more from the children and this makes them to become more inquisitive in school work and what is going on in schools. This may further give some of the parents the zeal to go back to school to obtain higher certificates they did not have or better still get more involved in school activities in order to learn more.

Research Methodology

The study was set out to determine parental involvement in secondary education processes and effectiveness of school administration in the South-West Region of Cameroon.

Research Design

The design chosen for the study was the descriptive survey research design. This design demands for the investigation of a problem using data gotten from a representative sample through the use of survey instrument such as questionnaires, interviews or focus group discussions (Fraenkel, 2000).

Area of the Study

This study was carried out in the South West Region of Cameroon. The south west is one of the ten regions of Cameroon, with Buea as the capital. The region is situated in the maritime and equatorial zones. This zone is characterized by dense vegetation, a vast hydrographic network and a hot and humid climate with abundant precipitation. This region is famous for the farming of cocoa, palm trees, banana, rubber tree and coffee, etc. The South West Region is situated in between the latitudes 40 and 6059N and longitudes 80 and 100E. The southern part is bordered by the Atlantic Ocean and the Northern part by the Bamenda and Bamboutos Plateau at the North-West and West regions respectively. The Western part is bordered by the Federal Republic of Nigeria while the Eastern part is bordered by West and Littoral Regions. The South-West covers an area of 22085 Km² representing about 5% of the total surface area of Cameroon and with an estimated population of about 1384286 inhabitants. It is one of the two regions that make up the Anglophone Cameroon. It constitutes one of the richest regions of the country, even seen as "Cameroon in miniature". Mt. Cameroon (elev. 4,095 m), which last erupted in 2000, is the only active volcano in the Gulf of Guinea, West Africa. It is a member of an alignment of volcanoes stretching from islands of the Atlantic Ocean (Pagalu, Sao Tome and Principe and Bioko) to the main land (Mounts Cameroon, Manengouba, Bamboutos and Oku).

The South West region has schools of all strata in the region. These schools range from the tertiary to kindergarten. The region has one public university situated in Buea run by state authorities and a good number of private universities. There are confessional and lay private secondary schools located in all the six divisions of the region. The region equally has public primary schools and secondary schools in the six divisions of the region. Also, amongst the schools found in the South West region, are Arabic schools, schools for the deaf and dumb, a rehabilitation centre for the blind and a reformatory school for young delinquents. However, given the importance of technical education in the region, there is panoply of technical schools ranging from secondary to university levels. These technical schools are public, confessional and lay private dotted all over the region.

The South West region is divided into six divisions: Fako, Koupé-Manengouba, Lebialem, Manyu, Meme, and Ndian. These are in turn broken down into subdivisions.

Population of the Study

Gay and Airasian (2002), indicates that population is the group of interest to the researcher, that is the group to which the results will be generalized. Burns and Grove (2003) describe population as all the elements that meet the criteria for inclusion in a study. It defines the limits within which the research findings are applicable. In other words, it should be defined in such a way that the result of the investigation is generalizable unto it. A research population is categorized into target and accessible population. A target population is

classified as all the members of a given group to which the investigation is related, whereas the accessible population is looked at in terms of those elements in the target population within the reach of the researcher Pole and Lampard, (2002). The population of this study is made of teachers and parents of the students and all the principals.

According to the 2016/2017 statistics from the Regional Delegation of Secondary Education for the South West Region, there are 252 public Secondary Schools in the South-West Region of Cameroon distributed as follows: Fako Division 40, Meme Division 60, Manyu Division 57, Kupe-Manuguba Division 30, Lebialem Division 33, and Ndian Division 32, (see appendix).

The table 1 below is the summary of the number of public schools in the South-West region.

Table 2: Distribution of public Secondary Schools in the South-West Region of Cameroon

DIVISION	GHS	GBHS	GSS	GBSS	GTHS	GTC	TOTAL
FAKO	17	07	06	00	05	05	40
KUPE/M	04	04	13	03	02	04	30
LEBIALEM	09	03	06	03	03	09	33
MANYU	10	02	26	3	02	14	57
MEME	12	05	24	01	03	15	60
NDIAN	05	03	17	0	02	05	32
GRAND TOTAL	57	24	93	10	17	51	252

Sources: Regional Delegation for Secondary Education for the South-West Region (Annual statistical booklet for the 2016/2017 academic year).

However, this statistics does not provide the number of students or school enrolment because of the ongoing Anglophone crisis as this number had been fluctuating. The sample size for parents will then be estimated based on the number of students but using the 2015/2016 statistics.

Table 3: Annual statistical booklet for the 2015/2016 academic year, schools in Buea sub-division

ANNUAL STATISTICAL BOOKLET FOR THE 2015/2016 ACADEMIC YEAR													
NUMBER OF STUDENTS, TEACHERS AND CLASSROOMS IN GOVERNEMENT SECONDARY AND HIGH SCHOOLS GENERAL EDUCATION BY DIVISION AND CYCLE 2015-2016 ACADEMIC YEAR													
DIVISION	Section			Students enrolment				Administrative staff			Teaching staff		
	1ST CYCLE			2ND CYCLE			Gd total						
	Boys	Girls	Total	Boys	Girls	Total		M	F	Total	M	F	Total
TOTAL GENERAL FAKO	10877	14682	25559	3258	3570	6828	32387	265	217	482	631	1038	1669
TOTAL MANYU GENERAL EDUCATION	5153	5472	10625	1004	866	1870	12495	122	51	173	145	128	273
TOTAL KUPE M.	2779	2538	5317	391	422	813	6130				152	83	235
TOTAL NDIAN		1671	1853	3524	310	269	579	4103	50	14	64	73	48
TOTAL GENERAL LEBIALEM	2372	3064	5436	337	367	704	6140	87	11	98	122	63	185
TOTAL GENERAL MEME	7733	10039	17772	1493	1593	3086	20858	198	57	255	264	261	525
Grand total	28914	37466	66562	10007	7128	13570	78589	4775	386	1022	1378	1646	2935

Sources: Regional Delegation for Secondary Education (Annual statistical booklet for the 2015/2016 academic year).

According to Fraenkel, (2000), a sample is a portion of a population under study but is estimated from the targeted population. Therefore, in the course of this study, the sample will consist of a portion of the parents of form four students and above and their number will be estimated probabilistically as explained below.

Sample size was estimated using sample calculation for one proportion with the support of Epi Info 6.04d (CDC, 2001) as explained by Fraenkel (2000).

$$n = \frac{Z^2 P(1-P)}{d^2} \times DEFF$$

Where N=total population here 78589, Z= Z value corresponding to the confidence level, d= absolute precision, P=expected proportion in the population, n effective=n*design effect (DEFF).

The following additional parameters were used to estimate the sample size:

d= 5%

P=50%

DEFF=1.1 (greater than 1 because convenience sampling and not simple random sampling is used) as to improve the variability.

Confidence interval=95% giving a $Z_{\alpha/2}$ =level of significance = 1.96.

The sample size estimated based on the parameters above was 421 students and by ricochet 421 parents. Prospecting 10% missing, the total number of questionnaire to be sent on the field will be 461.

This sample size was distributed to the various divisions proportionately to size. Four schools are used in each of the divisions and the sample size for a division is distributed equally to the four schools.

This sample size was 374 for the teaching staff considering a population of 2935 and distributed equally to the six divisions and schools, making a total of 16 teachers per school.

The principal of each of the sampled school was interviewed making a total of 24 principals.

Sampling Technique

Osuala (2000) defines a sample as any portion of a population which is a representative of that population. A sample is also described as a smaller set of cases that a researcher selects from a larger pool and generalises to the population (Neuman, 2006). Sampling technique refers to the method by which a sample was selected. There are two main sampling techniques: probability and non-probability sampling techniques. Probability sampling embodies random sampling, systematic sampling, stratified sampling, cluster sampling and random digit dialling sampling (Neuman, 2006), while haphazard or convenience sampling, quota sampling, purposive sampling, snowball sampling, deviant case sampling, sequential sampling and theoretical sampling falls under the non-probability sampling (Neuman, 2006). In this study, the researcher makes use of both probability and non-probability sampling techniques considering the nature of the various segments of the population and because the two methods make sample representation to population possible (Jakuja, 2009). The non-probabilistic sampling applies to principals. It applies to principals because they were mostly interviewed on the process, in the other sense on how parents are involved in the educational process.

Schools

Simple random sampling was employed to sample the schools, stratifying by setting types as to make sure that in each of the divisions, two schools were sampled from the rural area and two from the urban area. The balloting and drawing approach was used. Whenever a school was not accessible or could not be used for the study for one reason or another, another balloting was done to replace it. Such problems were foreseen as stemming from the Anglophone crisis.

Parents

Parents were sampled conveniently through their children. In fact, any student that was ready to take a questionnaire home and get it filled by the parents was given a questionnaire for this purpose. There was a risk of low return and that is the reason why an excess questionnaire was sent to the field.

Table 4: Distribution of sample per division and per school for parents

Divisions	Selected public schools for the study	Population			Total number of parents to be sampled
		Male	Female	Total	
Fako	GBS MOLYKO BUEA	1601	1925	3608	66
	GHS LIMBE	539	1372	2422	44
	GSS BWIYUKU	73	188	358	7
	GHS EKONA	311	424	862	16
Total Fako		2524	3909	7250	133

MEME	CCAS KUMBA	877	2386	4253	78
	GBHS KOSALA	314	1471	2708	50
	GSS MBALANGI	153	269	470	9
	GSS SMALL EKOMBE	107	108	214	4
Total Meme		1451	4234	7645	140
NDIAN	GBHS MUNDEMBA	483	540	1023	19
	GHS BAMUSSO	97	112	315	6
	GBHS EKONDO TITI	440	471	911	17
	GSS MEKA	26	33	92	2
Total Ndian		1046	1156		0
LEBIALEM	GBHS FONTEM	427	541	968	18
	GHS NGO ESSOH A.	71	105	176	3
	GSS NKONG	74	56	130	2
	GHS M'MUOCK	225	282	507	9
Total Lebialem		797	984	1781	33
KUPE- MAN.	GBHS MUAMBONG	168	125	293	5
	GHS NJUNGO	83	56	139	3
	GBHS TOMBEL	801	915	1716	31
	GHS EBONJI	297	338	635	12
Total Kupe-Man		1349	1434	2783	51
MANYU					0
	GBHS MAMFE	1119	1145	2264	42
	GHS KEMBONG	217	303	520	10
	GHS OSSING	203	249	452	8
	GHS TINTO	123	121	244	4
Total Manyu		1662	1818	3480	64
Grand total	24	8829	13535	22939	421

Source: field work 2017/2018 academic year.

Teachers

They were sampled conveniently as well. In fact, in each of the school, any teacher that was met and consented to participate in the study was sampled.

Table 5: Distribution of sample per division and per school for teachers

Divisions	Selected public schools for the study	Population			Total number of teachers to be sampled
		Male	Female	Total	
Fako	GBS MOLYKO BUEA	79	116	195	80
	GHS LIMBE	32	71	103	42
	GSS BWIYUKU	16	18	34	14
	GHS EKONA	42	41	83	34
Total Fako		169	246	415	170
MEME	CCAS KUMBA	27	52	79	32
	GBHS KOSALA	39	24	63	26
	GSS MBALANGI	3	4	7	3
	GSS SMALL EKOMBE	4	5	9	4
Total Meme		73	85	158	65
NDIAN	GBHS MUNDEMBA	16	8	24	10
	GHS BAMUSSO	3	5	8	3
	GBHS EKONDO TITI	28	23	51	21
	GSS MEKA	3	0	3	1
Total Ndian		50	36	86	35
LEBIALEM	GBHS FONTEM	20	14	34	14
	GHS NGO ESSOH A.	6	1	7	3
	GSS NKONG	2	3	5	2
	GHS M'MUOCK	5	4	9	4
Total Lebialem		33	22	55	22
KUPE- MAN.	GBHS MUAMBONG	3	11	14	6
	GHS NJUNGO	8	0	8	3
	GBHS TOMBEL	31	31	62	25
	GHS EBONJI	22	7	29	12
Total Kupe-Man		64	49	113	46

MANYU					0
	GBHS MAMFE	26	31	57	23
	GHS KEMBONG	4	7	11	4
	GHS OSSING	8	6	14	6
	GHS TINTO	4	2	6	2
Total Manyu		42	46	88	36
Grand total	24	431	484	915	374

Source: field work 2017/2018 academic year.

Data Collection Instrument

A questionnaire (appendix A and B) and interview guide (appendix C) were the instruments used in this study to collect data. Instruments were constructed to reflect the research questions. A semi-structured questionnaire combining both close-ended and open-ended questions was used for parents and was divided into three sections, that is section A, B, and C. Section A was made up of demographic items aimed at capturing the background variables of the subjects: age, gender, marital status, employment status, and academic qualification. Respondents were expected to tick the most appropriate option from the alternatives provided. Section B was made up of 28 items related to the three research questions. A four-option Likert response format with Very Great Extent, Great Extent, Small Extent, and Not at All options was provided under each item. Parents were instructed to tick the most appropriate response option. Section C comprised 2 items, with each item divided into sub-items. Items were made of open-ended questions. The open-ended questions here were intended to elicit responses for the research questions.

Also, a semi-structured questionnaire was used for teachers to determine administrative effectiveness of their schools. The questionnaire was structured in two sections, A and B. Section A was made up of demographic items aimed at capturing the background variables of the subjects: age, gender, marital status, and academic qualification. Respondents were expected to tick the most appropriate option from the alternatives provided. And section B was made up of 20 items related to administrative effectiveness and a four-option Likert response format with Very Great Extent, Great Extent, Small Extent, and Not at All options was provided under each item. Teachers were instructed to tick the most appropriate response option.

While an interview guide was used to collect information from school administrators (principals). It was structured into two sections. Section A, took care of the demographic information which were: age, gender, duration in service as a school head, marital status, and academic qualification. While section B was made up of five questions each divided into sub-questions in order to find out the extent to which principals get parents involved in school issues.

Presentation of Findings

Research question: To what extent does parents’ home-based involvement influences educational administrative effectiveness?

Table 23: Parents’ characterization of home-based involvement in education

Opinion Statements Related to Secondary School Administrative Effectiveness	Stretched				Collapsed		
	VGE	GE	SE	NA	GE	SE	NA
My child(ren) and I hold discussions about secondary school at home including how they operate, rules and regulation guiding the students, etc.	23.5% (107)	53.7% (245)	19.3% (88)	3.5% (16)	77.2% (352)	19.3% (88)	3.5% (16)
I go through the exercise books of my child(dren) to find out what they are being taught in school and to help reinforce their understanding of their lessons.	25.2% (115)	41.0% (187)	28.9% (132)	4.8% (22)	66.2% (302)	28.9% (132)	4.8% (22)
I try to learn and understand either from my child(ren) or through other means what is being thought in school in order to improve my knowledge base.	17.1% (78)	35.7% (163)	35.1% (160)	12.1% (55)	52.9% (241)	35.1% (160)	12.1% (55)
I hire the services of private teachers to provide extra help to my child(ren) at home or elsewhere beyond normal school hours.	14.3% (65)	49.6% (226)	31.8% (145)	4.4% (20)	63.8% (291)	31.8% (145)	4.4% (20)
I help my child(ren) to complete their homework.	15.1% (69)	39.0% (178)	40.4% (184)	5.5% (25)	54.2% (247)	40.4% (184)	5.5% (25)
I inspect the school bags, uniforms, textbooks, exercise books and other learning materials of my child(ren) to ensure they are in good state.	17.1% (78)	40.8% (186)	37.1% (169)	5.0% (23)	57.9% (264)	37.1% (169)	5.0% (23)
I operate my home with clearly stated rules and behavioral standards that everyone is expected to follow.	25.7% (117)	53.5% (244)	18.6% (85)	2.2% (10)	79.2% (361)	18.6% (85)	2.2% (10)
I implement some disciplinary measures against my child (ren) when they exhibit wrong behaviour at home or in public and also reinforce positive attitudes and deeds.	58.6% (267)	36.6% (167)	4.2% (19)	0.7% (3)	95.2% (434)	4.2% (19)	0.7% (3)

I always share with my child(ren) what I would like them to become in future by going to school and motivate them to follow the aspirations.	28.5% (130)	54.6% (249)	15.6% (71)	1.3% (6)	83.1% (379)	15.6% (71)	1.3% (6)
I provide my child(ren) with three square meals per day.	24.6% (112)	53.3% (243)	20.8% (95)	1.3% (6)	77.9% (355)	20.8% (95)	1.3% (6)
I always take my child(ren) for medical checkup to ensure they are healthy and strong.	22.6% (103)	41.9% (191)	29.8% (136)	5.7% (26)	64.5% (294)	29.8% (136)	5.7% (26)
I allocate enough time and a good space that is free of distraction for my child or children’s learning at home.	21.7% (99)	46.7% (213)	28.9% (132)	2.6% (12)	68.4% (312)	28.9% (132)	2.6% (12)
I provide all the essential school needs of the child(ren) (for example school fees, PTA levies, textbooks, exercise books and other schooling materials)	30.5% (139)	49.8% (227)	16.2% (74)	3.5% (16)	80.3% (366)	16.2% (74)	3.5% (16)
MRS	24.9% (1479)	45.9% (2719)	25.1% (1490)	4.0% (240)	70.8% (4198)	25.1% (1490)	4.0% (240)

VGE (Very Great Extent), GE (Great Extent), SE (Small Extent), NA (Not at All)

N_{cases}=456; N_{responses}=5928.

Generally, parents reported great involvement in the education of their children at the level of homes, with a weight of 70.8%. In order of statistical significance, parents reported punishing wrong behaviours and reinforcing positive attitudes exhibited by their children at home, with a weight of 95.2%; discussing career prospects and aspirations with children (83.1%); providing children with fees, textbooks and other school needs (80.3%);

Then come the 79.2% (361) agreed that to a great extent they operate their home with clearly stated rules and behavioral standards that everyone is expected to follow.

Moreover, 77.9% (355) stated that to a great extent, they provide their child(ren) with three square meals per day.

With almost the same proportion, 77.2% (352) were of the opinion that they hold discussions with their children about secondary school at home including how they operate, rules and regulation guiding the students, etc.

More than the majority as well 68.4% (312) stated that they allocate to a great extent enough time and a good space that is free of distraction for my child or children’s learning at home.

This was followed by the 68.3% (291) that to a great extent hire the services of private teachers to provide extra help to their child(ren) at home or elsewhere beyond normal school hours.

Also, satisfactorily, 57.9% (264) to a great extent inspect the school bags, uniforms, textbooks, exercise books and other learning materials of their child(ren) to ensure they are in good state.

Roughly half of them 54.2% (247) to a great extent help their child(ren) to complete their homework.

Lastly but more than the majority as well making 52.9% (241) said they try to a great extent to learn and understand either from their child(ren) or through other means what is being thought in school in order to improve my knowledge base.

Table 24: Parents’ characterization of home-based involvement in education by background indicators

Background indicators	Categories	Great extent	Small extent	Not at all	n _{responses}	χ ² -test
Age	<40 years	71.5%(1051)	24.2%(356)	4.2%(62)	1469	χ ² =0.05 P=0.975
	40-49 years	70.1%(1294)	26.3%(486)	3.6%(66)	1846	
	50+ years	70.9%(1853)	24.8%(648)	4.3%(112)	2613	
Gender	Male	71.4%(2245)	24.6%(774)	4.0%(127)	3146	χ ² =0.11 P=0.744
	Female	70.2%(1953)	25.7%(716)	4.1%(113)	2782	
Marital status	Married	71.8%(3313)	24.6%(1136)	3.6%(166)	4615	χ ² =0.55 P=0.760
	Single	66.9%(644)	28.2%(271)	4.9%(47)	962	
	Divorced	68.7%(241)	23.6%(83)	7.7%(27)	351	
Employment status	Employed	71.9%(3096)	24.6%(1060)	3.4%(147)	4606	χ ² =0.67 P=0.413
	Unemployed	67.8%(1102)	26.5%(430)	5.7%(93)	1625	
Highest educational qualification	No certificate and FSLC	57.1%(267)	30.3%(142)	12.6%(59)	468	χ ² =4.08 P=0.130
	O/Level and A/Level	68.8%(1315)	26.7%(511)	4.4%(85)	1911	
	University degree	73.7%(2616)	23.6%(837)	2.7%(96)	3549	

Parents’ characterization of home-based involvement in education was not associated with their socio-demographic characteristics (P>0.05), thus implying that they were to a high extent unanimous in their opinions irrespective of differences in characterization.

Research hypothesis: Parents home based involvement in education does not significantly determine administrative effectiveness.

The influence of parents’ home-based involvement in education on the administrative effectiveness was appraised using Logistic Regression Model. The variability explained by this model was significant (Omnibus Tests of Model Coefficient: $\chi^2=48.726$; $P=0.000$) and this was supported by the Likelihood Ratio test (Overall statistics: $\chi^2=107.287$; $P=0.000$) and the Wald statistics ($P=0.000$). The Explanatory Power (EP) / Predictive Power was 44.4% (Nagelkerke R Square=0.444). The hypothesis stated above was then rejected; therefore, implying that the more parents get involved in education at the level of homes, the more effective the school administration, as testified by the positive sign of the Standardize Coefficient Beta (B).

Table 25: Model Fitting Information and Model Explanatory Power

Omnibus Tests of Model Coefficient	Likelihood Ratio test	Explanatory/predictive power of the model (Pseudo R-Square) based on Nagelkerke*			
$\chi^2=48.726$	$\chi^2=107.287$	0.444			
df=13 P=0.000	df=13 P=0.000				
Wald	B	S.E.	Wald	df	Sig.
	3.520	.282	159.271	1	.000

*Dependent variable: Administrative effectiveness

Generally, findings reveal that home-based involvement in education has significant positive influence on administrative effectiveness; the predictive power of individual involvement indicators on administrative strength was analyzed using Wald statistics and the findings presented on the table below.

Table 26: Wald statistics depicting the influence of predictive indicators of parents’ home-based involvement in education on the administrative effectiveness

Home-based involvement in education	B	S.E.	Wald	df	Sig.
My child(ren) and I hold discussions about secondary school at home including how they operate, rules and regulation guiding the students, etc.	.867	.685	1.601	1	.206
I go through the exercise books of my child(dren) to find out what they are being taught in school and to help reinforce their understanding of their lessons.	.018	.622	.001	1	.977
I try to learn and understand either from my child(ren) or through other means what is being thought in school in order to improve my knowledge base.	-.400	.652	.376	1	.540
I hire the services of private teachers to provide extra help to my child(ren) at home or elsewhere beyond normal school hours.	.307	.567	.294	1	.587
I help my child(ren) to complete their homework.	.324	.702	.213	1	.644
I inspect the school bags, uniforms, textbooks, exercise books and other learning materials of my child(ren) to ensure they are in good state.	.026	.677	.001	1	.969
I operate my home with clearly stated rules and behavioral standards that everyone is expected to follow.	1.757	.622	7.995	1	.005
I implement some disciplinary measures against my child(ren) when they exhibit wrong behaviour at home or in public and also reinforce positive attitudes and deeds.	.904	.901	1.007	1	.316
I always share with my child(ren) what I would like them to become in future by going to school and motivate them to follow the aspirations.	.917	.831	1.219	1	.270
I provide my child(ren) with three square meals per day.	-.318	.727	.191	1	.662
I always take my child(ren) for medical checkup to ensure they are healthy and strong.	.192	.690	.077	1	.781
I allocate enough time and a good space that is free of distraction for my child or children’s learning at home.	-.466	.762	.374	1	.541
I provide all the essential school needs of the child(ren) (for example school fees, PTA levies, textbooks, exercise books and other schooling materials)	.323	.635	.259	1	.611

Out of the 13 indicators making up the predictive components of parents’ home-based involvement, one emerged as critically predicting administrative effectiveness: **I operate my home with clearly stated rules and behavioral standards that everyone is expected to follow.** The positive sign of Beta (B) indicates that the more parents operate their home with clearly stated rules and behavioral standards that everyone is expected to follow, the better the administrative effectiveness as children go to school with an already disciplined mindset that facilitates the work of school administrators.

Conclusion

The influence of parents’ home-based involvement in education on the administrative effectiveness was appraised using Logistic Regression Model. The variability explained by this model was significant (Omnibus Tests of Model Coefficient: $\chi^2=48.726$; $P=0.000$) and this was supported by

the Likelihood Ratio test (Overall statistics: $\chi^2=107.287$; $P=0.000$) and the Wald statistics ($P=0.000$). The Explanatory Power (EP) / Predictive Power was 44.4% (Nagelkerke R Square=0.444). Based on the above results, the null hypothesis which states that parent home base involvement in education does not significantly determine administrative

effectiveness was rejected. while the alternative hypothesis which states that parent home base involvement in education significantly determine administrative effectiveness was accepted. This therefore implies that the more parents get involved in education at the level of homes, the more effective the school administration, as testified by the positive sign of the Standardize Coefficient Beta (B).

Generally, findings reveal that home-based involvement in education has significant positive influence on administrative effectiveness; the predictive power of individual involvement indicators on administrative strength was analyzed using Wald statistics and the findings showed that out of the 13 indicators making up the predictive components of parents' home-based involvement, one emerged as critically predicting administrative effectiveness:

I operate my home with clearly stated rules and behavioral standards that everyone is expected to follow. The positive sign of Beta (B) indicates that the more parents operate their home with clearly stated rules and behavioral standards that everyone is expected to follow, the better the administrative effectiveness as children go to school with an already disciplined mindset that facilitates the work of school administrators.

The above findings align with those of Zakaria (2013), who found that interaction and communication, parenting practices, leisure, openness, and acceptance were the predictive factors of parental involvement and had a positive relationship with students' achievement and hence administrative effectiveness. Students may perceive their homework activities as less difficult and more enjoyable when parents are involved. For example, Leon & Richards (1989) concluded that when parents assist their children in homework then they student enjoy doing homework. Using self-determination theory as a theoretical framework for investigating the role of parents in the quality of motivation that students adopt toward homework, Katz et al. (2011) concluded that parents' behavior such as competence, beliefs and positive attitude towards the task of homework, support the children's psychological needs and these needs positively related to children's autonomous motivation for doing homework. Parents' positive attitude toward their role raised academic performance also. For example, Hoover-Dempsey and Sandler (1997) found that parents' positive attitude toward their own role in their child's education, influenced their involvement which was reflected as child's wellbeing and good academic performance. Similarly, Cooper et al. (1998) found that parents' attitudes toward homework were positively associated with students' higher grades in elementary school. In another study Hill and Craft (2003) found that parent's engagement in child's home activities was a significant predictor for administrative effectiveness. The findings also tie with Piaget's cognitive development theory which summaries that: Children/students, as agents in his term, continually rework and revise-assimilate and accommodate their internal constructions with each new experience (Prior & Gerard, 2007). Other people and the social milieu are important elements influencing the children's environment. Within this environment social interaction and context are "in dissociable" from their cognitive development. Children assimilate new learning and accommodate their own incorrect views of the world more quickly if they are more actively involved with people and

things in their surroundings. In this regard, children learn best when they have opportunities to interact with their environments, and particularly with their parents who are a vital part of children's environments (Athey, 2007). For example, parent involvement activities such as practicing interactive homework creates opportunities for children to interact meaningfully with their parents such that children construct their own knowledge within both a social and physical environment through this process (Bailey, Silvern, Brabham, & Ross, 2004). As a consequence, Piaget's social development theory supports the idea that parent involvement is a crucial factor in children's development, achievement in school and hence administrative effectiveness.

Recommendations

Based on the research question which states: To what extent does parents' home based involvement influences educational administrative effectiveness, the following recommendations were made:

1. Parents should endeavour to assist their kids at home with assignments, discuss school issues with their children back at home, allocates good reading places and conditions for their children and above advice their children on good moral rectitude in schools and the public at large.
2. Parents should be able to set up rules guiding their children at home especially when to play, study, and the type of movies to watch and even when to watch these movies.
3. Parents should be able to share their experiences and aspirations with their kids so that they can better understand the importance of education in their lives and the society, the community and world as a whole.

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