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## Parental Involvement and Pupils' Academic Performance in English Language

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**Received:** 11 April 2022

**Accepted:** 28 June 2022

**Published:** 27 July 2022

**Abstract:** *This cross sectional survey investigated the extent to which parental provision of required text and work books, expression of concern towards academic work, support with homework and level of literacy influenced pupil's academic performance in English language in Tubah Sub-Division, North-West Region of Cameroon. The target population of this study consisted of the 631 class six pupils and their respective parents in the 20 state-approved primary schools within Bambili and Bambui in Tubah Sub-Division. Data were obtained from a sample of 80 parents of pupils of four primary schools obtained through purposive and simple random sampling techniques. The pupils' scores in English language were used to compare with respective parental responses. The Chi Square test ( $\chi^2$ ) was used to verify the hypotheses given that data were non parametric. The findings showed that a significant relationship exists between parental involvement and pupils' academic performance in English language. It showed that the more parents provided the required text books ( $\chi^2=6.401$ ;  $P=0.011$ ), assist their children directly or indirectly in the completion of their homework ( $\chi^2$  test  $P<0.001$ ) and express concern towards their academic progress (493.84,  $P<0.001$ ), the higher their academic performance. It was also found that illiteracy is not a limitation to parental involvement in pupils' academic work ( $\chi^2=0.001$ ;  $P=0.970$ ). Significant recommendations were made from the findings. Parents should be proactive towards their pupils' academic work, provide recommended text and workbooks, verify their books constantly, offer assistance in the completion of homework, attend parent-teacher association meetings and maintain contact with school to monitor pupils' progress. Teachers and school authorities should encourage parents to set attainable standards for their children, reinforce their commendable achievements, encourage the use of English language at home, and regulate and monitor study time at home. The findings are meaningful within the theories of Lev Vygotsky (1978), Gonzalez-Pienda et al. (2002), Fan and Chen (2001) and Van Voorhis (2003).*

**Keywords:** *Academic Performance, English Language, Parental Involvement.*



## 1. INTRODUCTION

Over the years, scholars have been concerned with the falling standards in English language skills in Cameroon (Tambo, 2003). This problem prevails especially in the Anglophone sub-system of education in Cameroon. Parental involvement refers to parents' interaction with schools and with their children to promote academic success. The research studies reviewed, revealed among other factors that the home environment, or the support given by parents or other family members was very vital if such standards must be improved upon. Born helpless, children require the guidance and direction of the parents in order to acquire the language competence necessary for their socialization and smooth integration in the cultural community. The father, mother, or benefactors responsible for the up bringing of a child must be committed in following up the child's activities both at home and in school given that they are the first teachers of the child. Enrolling the child in school necessitates a follow up of his/her academic progress. The 2008 revised constitution of Cameroon and the 1998 Orientation Law on Education upholds English language as one of the official languages of instruction and administration besides French as a colonial heritage [2], [3]. The Education for All Charter-EFA [4], the Sustainable Development Goals-SDG [5], the Cameroon Sector Wide Approach, the Cameroon Growth and Employment Strategy Paper [6] all emphasize the need for quality education and life-long learning for all. This cannot be possible when pupils fail to acquire the requisite language proficiency skills they need to succeed in other subject areas. Tambo [1] citing the preamble of the English Language Syllabus in Cameroon [7] contends that English is the medium of teaching in English-speaking schools as well as one of the official languages in Cameroon. The syllabus emphasized that the four language skills of **listening, reading, speaking** and **writing** be developed progressively from class one to class six, so that by the time children complete the primary school course, they should be able to among other things: communicate their feelings, ideas and experiences orally and in writing; listen attentively to utterances, stories, news items, instructions, poems, and other forms of speech and respond correctly, orally and in writing; write and read sentences correctly; Integrate with ease in the society [1]. Parents are among the main stake-holders to ensure academic success. Parental involvement refers to parents' interaction with schools and with their children to promote academic success. Such interaction extends beyond engagement with schools to the home life and expectations and values for education that are communicated directly or indirectly to children. This among other things ranges from provision of required learning materials, verification of books, close contact with the school authorities to monitor academic progress, and assistance in completing home work to mention these. This is mostly visible and most vital at the primary level of education and gradually reduces as the child moves towards higher education. For parents to get effectively involved, they too must be informed. For parents to render adequate support and follow up of academic work of their children, they themselves must have some knowledge or motivation to do so. This brings in the problem of how involved literate and non-literate parents especially in rural areas can be. Chohan and Khan [8] opined that educated and sensible parents always encourage their children and give proper guidance in school related matters while illiterate and economically deprived parents may act violently and thus upset the child the more. This study therefore sought to investigate the salient role parents could play in the child's acquisition of English language skills



## **Literature**

Khajehpoura & Ghazvinia [9] researching on the role of parental involvement in children's academic performance examined different facets of parental involvement including volunteering, home involvement, attending parent classes, school political involvement, talking to staff and to teachers. Their findings showed that academic performance of children in family with high parental involvement is higher than children in family with low parental involvement. In a similar perspective, Naite [10] in his study to explore the impact of parental involvement on the academic achievement of students at Crescent International School in Bangkok, revealed students with highly involved parents had better academic performance and higher test scores in all the subjects compared to students whose parents were not involved in their education.

## **Theoretical Review**

### **The Social Constructivist Theory of Lev Vygotsky**

Vygotsky [11] holds that the thrust of social constructivism is to describe and explain teaching and learning as complex interactive social phenomena between teachers and students. It is a learning theory that has its roots in a number of disciplines—philosophy, anthropology, the natural sciences, semiotics, sociolinguistics, and education with the central idea that knowledge is not fixed, but rather is constructed by the learner [12]. Vygotsky [11] posited that learning is problem solving and that the social construction of solutions to problems is the basis of the learning process. Language development in the early years of growth is influenced by parents and peers. Children learn through imitation of rewarded behavior of peers or other adults that they have observed as models. The child picks up words, phrases and sentences directly by imitating what he/she hears. Through reinforcement and generalization, or by applying what he/she has learnt in new situations, the child learns when it is appropriate or inappropriate to use particular words or phrases [13]. Vygotsky described the learning process as the establishment of a “Zone of Proximal Development” (ZPD) in which the teacher, the learner, and a problem to be solved exist. The ZPD is the difference between what the child can accomplish on his/her own, and what he or she can potentially accomplish through interaction with others or learning support [14]. According to Vygotsky, teaching and learning are social activities that take place between social actors in socially constructed situations [15]. The parents or guardians at home, just like the teacher in school, provides a social environment in which the learner can assemble or construct with others the knowledge necessary to solve the problem. In a Social constructivist setting, learning is situated and contextual; learners may resist, accommodate or assimilate new learning; and learners interact through interaction with materials, resources, experiences, and other learners [12]. This theory is relevant to guide this study on parental involvement in that the parents serve as guides, providing hurdle help to scaffold student teachers as they interact with the subject matter. The assistance pupils receive from parents in their homework and other learning activities continue to guide them as they engage in learning. They are scaffolded by the parents at home to overcome learning challenges and attainment of their zone of proximal development.

### **Multiple Measures of Parental Involvement Theory**

National Middle School Association –NMSA [16], citing Fan and Chen (2001) using meta-analysis (analyzing multiple research studies) postulated the Multiple Measures of Parental Involvement theory which identified three constructs of parental involvement.



**Communication:** This refers to parents' frequent and systematic discussions with their children about school work.

**Supervision:** This includes monitoring when students return home from school and what they do after school, assist and overseeing time spent on home work and the extent to which children watch television.

**Parental expectations:** This refers to the manner and extent to which parents communicate their academic aspirations to their children. Fan and Chen found that high expectations are associated with enhanced academic achievement [16].

This theory was selected for this study given that it served as a pivot for some of the variables. Communication as presented by Fan and Chen ties with parental expression of concern which involve parents emphasizing the importance of education to their children, the necessity for good academic performance, verification of their books after school and initiation of contacts with the child's teacher to monitor academic progress. Supervision on its part as presented by Fan and Chen falls in line with Monitoring, guiding and supporting the child understand and complete home work. Parental expectations still emphasize parental expression of concern as used in this study. This involves parents' emphasis on good academic achievement in English Language and their emphasis on using the English Language as means of communication at home.

### **Statement of the Problem**

Academic performance is much emphasized in Cameroon education today, especially given the huge expenditure the state and parents incur for its acquisition. While the universities are blaming the secondary schools for the poor acquisition of English language skills in, secondary schools are blaming the primary schools [1]. Some parents after enrolling their children in school however consider it the bounden duty of the teachers to ensure their academic success and the acquisition of English Language skills required to succeed in other subject areas. Some of the parents do not attend school meetings, and do not encourage the use of English Language at home. Others fail to assist in the understanding and completion of the child's homework, while others never initiate contacts with the teacher to find out if the child has difficulties in the acquisition of English Language skills. Children of such parents end up performing poorly academically and have difficulties expressing themselves fluently in English Language. As Tambo [1] contends,

The number of primary school leavers who are unable to read and write good sentences in English is on the rise. The inability of many pupils to read and understand English makes it difficult for them to perform effectively in other subject areas of the curriculum (P.289).

This poses a serious problem as it is the language of instruction and evaluation in Cameroon especially in the Anglophone sub-system. This is an indication that parents have a fundamental contribution to make as far as the child's holistic education and the acquisition of language skills is concerned. The following questions thus come to mind: Will academic performance improve if parents provide the required text and work books in English Language to their children?; will such children perform better if parents follow up their academic progress and assist directly or indirectly in the completion of their homework?

From the importance of English Language proficiency in Cameroon and the significant gap in most parents' involvement in this salient enterprise, it becomes germane to investigate the



relationship between parental involvement and pupils' academic performance in English Language.

## **2. OBJECTIVES OF THE STUDY**

This study was aimed generally at examining the relationship between parental involvement and pupils' academic performance in English Language.

Specifically, the researcher sought to;

- Evaluate the extent to which parental provision of required learning materials influence pupil's academic performance in English Language.
- Examine to what extent parental expression of concern towards academic work affects pupils academic performance in English Language.
- Find out the extent to which parental support with homework affects pupil's academic performance in English Language.
- Identify the extent to which parental literacy status influences their involvement in children's academic work.

### **General Research Question:**

Does parental involvement in pupil's academic work affect their performance in English Language?

### **Specific Research Questions:**

- To what extent does parental provision of required learning materials influence pupils' academic performance in English Language?
- To what extent does parental expression of concern towards academic work affect pupil's performance in English Language?
- To what extent does parental support with homework affect pupil's academic performance in English Language?
- To what extent does parental literacy affect parental involvement in pupil's academic work and their subsequent performance in English Language?

### **General Hypotheses:**

This study shall be based on the following hypothesis to be tested at a 0.05 level of significance.

H<sub>0</sub>: There is no significant relationship between parental involvement and student's academic performance in English Language.

### **Specific Hypotheses:**

H<sub>01</sub>: There is no significant relationship between parental provision of appropriate learning materials and pupil's academic performance in English Language.

H<sub>02</sub>: There is no significant relationship between parental expression of concern towards pupil's academic work and their performance in English Language.

H<sub>03</sub>: There is no significant relationship between parental support with homework and pupil's academic performance in English Language.

H<sub>04</sub>: There is no significant relationship between parental illiteracy and their involvement in pupils' academic work.





### 3. METHODOLOGY

The Cross Sectional Survey Research Design was used for this study as data were collected at one given point in time from a selected sample. The target population consisted of 631 class six pupils of 20 state-approved primary schools in Tubah Sub-Division of the North-West Region of Cameroon. Data were collected from a sample of 80 pupils and their parents selected from 4 schools within Bambili and Bambui with 20 pupils from each school. These schools were Government School Bambili, Government School Bambui, Saint Peter’s Catholic School Bambui and Presbyterian School Tubah. The English Language scores of selected class six pupils of primary school were used. A Parental Involvement Questionnaire with one open-ended and twenty four closed ended items was administered to the respective parents of the selected pupils. This questionnaire was designed by the researcher following the variables of the current study. The questionnaire consisted of Likert scale and Yes or No items. The Purposive sampling technique was used to select class six, the rural area and the different schools (public and mission schools), while a simple random sampling using the ballot method was used to select the pupils. The Questionnaire was validated by a pilot study conducted on 10 students and their parents selected from Parent’s New Vision Academy (PNVA) Bambili that did not constitute one of the schools in the study. The reliability index of 0.73 was obtained. A Cronbach’s Alapha coefficient of 0.553 also confirmed the internal consistency. Of the 80 questionnaires issued, 77 were returned giving a return rate of 96%. Data were analyzed using descriptive and inferential statistics. Measurements of associations or relationship between variables were carried out using Chi-Square test of independence or of equality of proportions given that the data were non-parametric. All hypothesis were tested at 0.05 significant level ( $\alpha=0.05$ ).

### FINDINGS

#### Hypothesis One

There is no significant relationship between parental provision of appropriate learning materials and pupil’s academic performance in English Language.

The independent variable in this hypothesis was parental provision of appropriate learning materials while the academic performance of pupils in Tubah Sub Division was the dependent variable. The Chi Square Test was then used to test the hypothesis since the data was non parametric.

Table I: Cross Tabulation of Parental Views on the Relationship between Parental Provision of Text and Work Books and Pupils Categorized Academic Performance in English Language

		English score categorized into		Total	
		Below average	Above average		
Parental Provision of Text and Work Books	Yes	Frequency	1	71	72
		percentage	1.4%	98.6%	100.0%
	No	Frequency	1	4	5
		percentage	20.0%	80.0%	100.0%



Total	Frequency	2	75	77
	percentage	2.6%	97.4%	100.0%

$\chi^2$ -test:  $\chi^2=6.401$ ;  $df=1$ ;  $P=0.011$

Source: Field Survey 2020

From table I, we can realize that there was a significant relationship between parental provision of text and work books and pupils’ score in English ( $\chi^2$ -test:  $P=0.011$ ) at a 0.05 level of significance and with 1 degree of freedom. Thus the null hypothesis was rejected based on the fact that  $P < 0.05$ . We can see that we had the higher proportion of pupils who scored below average among parents who did not provide text or work book for their children. This proportion was 20.0% against just 1.4% for those who did so. In the other way, 98.6% of pupils whose parents provided them books had scores above average against a lower proportion of 80.0% for those whose parents did not provide them books.

**Hypothesis Two**

There is no significant relationship between parental expression of concern towards pupil’s academic work and their performance in English Language. The independent variable of this hypothesis was parental expression of concern while academic performance of pupils was the dependent variable. The analysis was conducted using the Chi Square test as data was non parametric. This is presented on the table ii.

Table II: Aggregated Component score of Parental Expression of Concern towards Pupils’ Academic Work Using Multiple Response Analysis and Chi Square

	Categories	Parental expression of concern toward pupils’ academic work (Aggregated component score using MRA)			
		Agree	Undecided	Disagree	$\chi^2$ -test
<b>English performance</b>	Below average	22 (2.8%)	1 (9.1%)	1 (0.7%)	$\chi^2=1375.01$ $P<0.001$
	Above average	751 (97.2%)	10 (90.9%)	137 (99.3%)	
<b>Pupils’ sex</b>	Male	563 (72.8%)	8 (72.7%)	101 (73.2%)	$\chi^2=322.40$ $P<0.001$
	Female	210 (27.2%)	3 (27.3%)	37 (26.8%)	
<b>Parents’ intellectual status</b>	Literate	424 (54.9%)	11 (100.0%)	43 (31.2%)	$\chi^2=14.55$ $P<0.001$
	Illiterate	349 (45.1%)	0 (0.0%)	95 (68.8%)	

Source: Field Survey 2020

From table ii, it can be deduced that there is a significant relationship between parental expression of concern and pupils’ academic performance in English Language ( $\chi^2$  test  $P<0.001$ ) at a 0.05 level of significance. Since the probability value (P) was less than 0.05, the null hypothesis was rejected. This means that the more a parent express concern towards the child’s academic work, the better the child will perform in English Language.

It also showed that parents express more concern towards male than female children ( $\chi^2$  test,  $P < 0.001$ ), with a percentage of 72.8 and 27.2 for males and females respectively. This is typical of the African culture of giving more value on educating the boy child especially in rural areas. Furthermore, 54.9% of literate parents as against 45.1% illiterate parents ( $\chi^2$  test  $P < 0.0010$ ) indicated that literate parents expressed concern towards the child's academic work than illiterate parents.

### Hypothesis Three

There is no significant relationship between parental support with homework and pupil's academic performance in English Language. The independent variable in this hypothesis was parental support with homework while academic performance of pupils in English Language was the dependent variable. The analysis was conducted using the Chi Square test as data was non parametric. This is presented on the table iii.

Table III: Aggregated Component Score of Parental Support with Homework and Pupils' Academic Performance in English Language Using Multiple Response Analysis and Chi Square

	Categories	Parental support with home work (Aggregated component score using MRA)			
		Agree	Undecided	Disagree	$\chi^2$ -test
<b>English performance</b>	Below average	8 (2.9%)	0 (0.0%)	6 (2.4%)	$\chi^2=493.84$ $P < 0.001$
	Above average	270 (97.1%)	6 (100.0%)	248 (97.6%)	
<b>Pupils' sex</b>	Male	199 (71.6%)	2 (33.3%)	191 (75.2%)	$\chi^2=103.60$ $P < 0.001$
	Female	79 (28.4%)	4 (66.7%)	63 (24.8%)	
	Illiterate	96 (34.5%)	1 (16.7%)	162 (63.8%)	

From table iii, it can be concluded that there is a significant relationship between parental support in completion of homework and pupils' academic performance in English Language as the calculated Chi Square value  $P < 0.001$  at a 0.05 level of significance was obtained. Thus the null hypothesis was rejected. This indicated that the more parents support their children in the completion of their homework, the higher score they will obtain in English Language. This table also showed that more support on completion of home work was rendered to male than female children based on 71.6% as against 28.4% for boys and girls respectively with  $\chi^2$  test  $P < 0.001$  at a 0.05 level of significance.

### Hypothesis Four

There is no significant relationship between parental illiteracy and their involvement in pupils' academic work. The independent variable in this hypothesis was illiteracy while the dependent variable was pupil's academic performance. The Chi square was used to analyze this hypothesis as the data was non parametric. A Calculated chi Square value on SPSS was  $\chi^2$ -test:  $P = 0.970$  at a 0.05 level of significance with 1 degree of freedom. Since  $P > 0.05$ , the



null hypothesis was accepted. This proved that parental involvement towards their children’s academic work was not dependent on intellectual status. Even when non literate therefore, parents can still contribute in diverse ways to ensure support and follow up of their children’s academic work. This is elaborated on the table iv.

Table IV: Effect of Literacy on Parental Involvement

Cross tabulation of Effect of Literacy on Parental Involvement			In your opinion does literacy affect parental involvement?		Total
			Yes	No	
Parent's Intellectual Status	Literate	Frequency	1	38	39
		Percentage	2.6%	97.4%	100.0%
	Non Literate	Frequency	1	36	37
		Percentage	2.7%	97.3%	100.0%
Total		Frequency	2	74	76
		Percentage	2.6%	97.4%	100.0%

$\chi^2$ -test:  $\chi^2=0.001$ ;  $df=1$ ;  $P=0.970$

Table iv shows that a majority of both literate and non-literate parents, representing 97.4 % and 97.3% respectively, were of the opinion that parental involvement is not dependent on literacy.

### Summary of Major Findings

- Pupils provided with the required text books and work books performed very well in English Language.
- The more a parent expressed concern towards a child’s academic work and progress in English Language, the better that child performed academically.
- Parental support with completion of homework enlightened and encouraged pupils to work harder and score higher in English Language.
- Illiteracy is not synonymous to inability of parents to be involved in their children’s academic work although literate parents tend to express more concern than illiterate parents. They can engage in other follow up activities that ensures high academic performance in English Language.

### Other findings

- Male pupils tend to receive more support from parents for the completion of home work than female pupils.
- Financial constraint was a major reason for non-provision of the required text and work books by parents.

## 4. DISCUSSION

The first hypothesis stated that there is no significant relationship between parental provision of learning materials and pupils’ academic performance in English Language. The findings showed that there is a significant relationship between parental provision of required learning



materials and pupils' academic performance in English Language. This is in line with Alani [17] and Aghenta [18] who highlighted the role of text books in determining the academic performance of a child. In their studies, they confirmed that the quality of education received by the students in school to a very large extent is determined by the level of availability of the material resources and of course the overall atmosphere in which learning activity takes place. The provision of text and work books therefore enhances to a great extent the child's academic achievement in English Language as proven by this hypothesis.

The second hypothesis stated that there is no significant relationship between parental expression of concern towards pupil's academic work and their performance in English Language. The findings indicated that a significant relationship exists between parental expression of concern towards the child's academic work and his/her performance in English Language. Thus, the more the parent reserve time to verify child's books, converse academic issues with the child, encourage the use of English Language at home, participate in parent – teacher association meetings, reward good performance and punish low performance in English Language amongst others, the more the child becomes motivated to work harder and thus the higher his/her performance in English Language. This is in line with the ideas of NMSA [16], who contend that the more parents communicate academic issues with the child, and make known their expectations pertaining to academic achievement, the more it transmits the notion that the parent is concerned in the child's academic affairs and well-being thus leading to high academic achievement. According to this view, when parents discuss academic issues regularly with their children, contact teachers regularly and attend P.T.A meetings, insist on the use of English Language at home, they instill consciousness in their children that they are monitored. This also helps the parents understand the child better and identify his/her needs and weaknesses faster. When actions are taken to ameliorate these, the resultant effect is an improvement in the academic performance of the child.

Also, Pinketh [19] citing Griffith (1996) supported this view when he concluded that children of parents, who participated regularly in volunteer activities in school, attend school meetings and activities, score significantly higher than children of parents who did not. Parental expression of concern therefore significantly influences academic achievement of pupils.

The third hypothesis stated that there is no significant relationship between parental support with homework and pupil's academic performance in English Language. Findings showed that the more parents guide their children in completing their homework, establish daily routine for completion of homework and revision, solicit remedial assistance for children, the higher the children will achieve in English Language. This is in line with the view of Chohan and Khan [8] that the support given by parents and or family members is a great determinant to the child's academic achievement. Kim [20] in the *Heritage Foundation of America* website also emphasized this conclusion that family structure and involvement of parents in their child's school work are two major factors that affects a child's performance in school. According to his findings, checking homework, helping projects and daily monitoring of assignments are ways that parents can demonstrate the value they place on education. Parke and Locke [13] in their research in adult partnering guides also affirm that “not only does children profit more from participating with an adult but they are able to transfer their learning to later planning tasks that they execute by themselves”. This means that when a child is guided to accomplish a task, that child is motivated to build on that experience and to be more proficient subsequently.



The fourth hypothesis stated that there is no significant relationship between parental literacy and their involvement in pupil's academic work. The findings showed that illiteracy was no deterrent to parental involvement towards their children's academic work. Both literate and illiterate parents opined that illiterate parents can exhibit involvement in diverse modes that will motivate the child perform better in English language. They contend that illiterate parents can provide the required text books, contact the teacher regularly to enquire about the child's progress, higher a remedial teacher for the child, verify regularly if the child's books are in good shape and so on. This finding castigates the negative view presented by Tytler [21] that children of illiterate parents find it difficult to learn, lack the experience to play with challenging toys, nor receive encouragement from their parents to work harder. She also stated that illiterate parents will be unable to interpret report cards and so will be unable to praise or reward the child for his/her performance. The child will also lack motivation to learn to read since mom and dad seems to get along fine without the skill (Tytler, 2009). It suggests that children of illiterate parents will make effort to turn the tides and not to end up like mom and dad. Also, illiterate parents are versed with the fact that the red ink in a report booklet denotes failure and a blue or black ink connotes a pass mark. Furthermore, the position of the child compared to the total number of pupils in class gives the parents information of the child's performance relative to that of the others. The underlying fact therefore is that illiteracy is no major deterrent to parental involvement in the child's academic progress as proven by this study.

## **5. CONCLUSION AND RECOMMENDATIONS**

This research work sought to investigate the relationship between parental involvement and pupil's academic performance in English Language. The four hypothesis tested indicated that the more involved parents are, the higher the child's academic achievement. It also showed that illiteracy is no deterrent to parental involvement. From the findings of this research work, the following recommendations have been advanced for parents, school authorities, policy makers and to pupils.

Parents should be proactive towards their children's academic work. They should regularly monitor progress by taking the initial step in contacting the school to get information about the progress of their children and not wait to be contacted when the child has already gone out of hand. Parents should note that illiteracy is no deterrent to involvement and so must keep in touch with the school to find out how their children are doing. They should also enquire regularly from the children if they have particular difficulties and meet the teachers for assistance. Illiterate parents should solicit the assistance of elderly siblings or recruit remedial teachers to assist their children. They should also attend meetings in school as much as possible to make proposals and get concrete information on their children's work.

Parents should also ensure they provide the required learning materials for study and encourage their children use them. They should also emphasize the effective use of English Language at home. This can be facilitated by getting English Language interactive tutorial CD-ROMS now available in most book shops. They should also develop a positive attitude towards school and learning in general. This will influence the child to also develop the same positive attitude towards learning.

School authorities should encourage participation and contribution of parents towards the academic progress of their children during P.T.A meetings. During such meetings, talks



should be presented to educate parents on how they can assist their children catch up with the trend of learning in school.

Teachers should ensure that pupils complete their assignments by making regular checks and revision the next day. They should take initiatives with the permission of the school heads to convocate parents if their children are not regular or doing well in school.

Pupils should be encouraged by parents and teachers to solicit elderly support to assist them understand and complete their homework before going to school the next day.

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