

Table of Content

Acknowledgements.....	V
Foreword.....	VII
Table of content.....	IX
List of Tables.....	XI
List of Figures.....	XIII
Acronyms.....	XV
Chapter 1.....	1
Introduction.....	1
1.1 Statement of the problem.....	1
1.2 Significance of the study and research objectives.....	3
1.3 A brief overview of schooling situation in Cameroon and Germany.....	8
1.3.1 Brief history of Cameroon’s education system since colonisation and its current structure of education.....	8
1.3.2 Brief history of Germany and its current structure of education.....	10
Chapter 2.....	15
Theoretical and terminological background.....	15
2.1. Operational definition of terms.....	15
2.2. The concept of social capital.....	17
2.2.1. Origin and intellectual history.....	17
2.2.2. Social capital and education.....	19
2.2.3. Social capital and dropout studies.....	21
2.2.4. Levels of Analysis and measurement of concept.....	26
2.3 An overview of dropout statistics with respect to social capital’s effect in Cameroon and Germany.....	26
Chapter 3.....	33
Methodology and Methods.....	33
3.1. Design of International comparison.....	33
3.1.1. Usage of the „Most different systems design”.....	35
3.1.2. Similarities between Cameroon and Germany.....	38
3.2. Research samples and selection process.....	39
3.2.1. Local Settings.....	39
3.2.2. Participants and selection criteria.....	44
3.3. Data collection Procedures.....	46
3.4. Data management and interpretation stages.....	47
Chapter 4.....	49
Research Findings.....	49
4.1. Respondents socio-demographics.....	49

4.2.	Pre-evaluation and data Reduction stages.....	56
4.3.	Main Evaluation and results.....	73
4.3.1.	Results.....	75
4.3.1.1.	Results from differences in Group averages.....	75
4.3.1.2.	Multiple linear Regression Analysis and results.....	76
4.3.1.2.1.	Multiple linear Regression results for all Survey participants.....	76
4.3.1.2.2.	Multiple linear Regression results for German participants.....	79
4.3.1.2.3.	Multiple Regression results for Cameroonian participants.....	83
4.3.1.3.	Multiple linear correlation Analysis and Results.....	87
4.3.1.3.1.	Strengths of relationships for the German Sample.....	87
4.3.1.3.2.	Strengths of relationships between variables for the Cameroonian sample.....	88
4.3.2.	Identified Sameness in the forms of relationships.....	89
4.3.2.1.	Sameness with respect to core/ peripheral classifications.....	89
4.3.2.2.	Sameness with respect to gender groupings.....	90
4.3.2.3.	Sameness with respect to place lived during school years.....	91
4.3.3.	Identified sameness in the strengths of relationships.....	92
4.3.4.	Identified differences in the forms and strengths of relationships.....	93
4.3.4.1.	Differences with respect to both survey groups.....	93
4.3.4.2.	Differences with respect to gender.....	93
4.3.4.3.	Differences with respect to geographical location.....	94
4.3.5.	Summary of results	94
Chapter 5.....		97
Interpretation of results and further discussion.....		97
5.1	Associating the role of macro-level systemic factors to the identified differences.....	97
5.1.1	Interpretation based on core-peripheral differences.....	99
5.1.2	Interpretation based on gender as well as Urban/Rural differences.....	106
5.2.	Further discussion in the light of the political field.....	113
5.2.1.	Education and political recommendations for Cameroon and other peripheral countries.....	114
5.2.2.	Education and political discussion and recommendations for Global stakeholders	123
Chapter 6.....		127
Conclusions, Limitations and Implications for Future studies.....		127
6.1.	Summary of study.....	127
6.2.	Empirical Findings and theoretical impacts.....	129
6.3	Limitation of findings and implications for Future studies.....	133
References.....		135
Appendix Social capital variables and their scaling properties.....		149