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## **The Role of Somali Parental Involvement in Improving Their Children's Academic Achievement**

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### **Abstract:**

This study examines the role of parental involvement in children's academic performance among Somali families in Mogadishu, Somalia. Using a quantitative research design, the study surveyed 65 parents to assess their engagement levels, support mechanisms, and challenges in facilitating their children's education. Findings reveal that parents are actively involved in key areas such as homework assistance, encouragement of reading, and emotional support. However, the study identifies significant gender disparities in participation, with fathers disproportionately represented compared to mothers. Additionally, while parents demonstrate strong commitment to academic encouragement, gaps exist in creating structured learning environments and assisting with advanced academic tasks.

The study highlights the influence of socioeconomic and cultural factors on parental involvement, emphasizing the need for more inclusive strategies to enhance engagement. Based on the findings, recommendations include implementing gender-inclusive engagement programs, improving school-parent communication, providing parent education workshops, and establishing community-based support systems. Policy advocacy for employer-supported school participation and further research on longitudinal impacts are also suggested.

**Keywords:** Parental involvement, academic performance, Somali education, home-school collaboration, Mogadishu.

### **Introduction**

It is a crucial factor influencing various aspects of a child's life, including their education, behavior, attendance, academic performance, and involvement in juvenile crime. Parents significantly shape their children's behavior, as children typically spend more time at home than in school and interact more with family (Oranga et al., 2023). Education is vital for healthy social development and societal progress.

It influences various developmental outcomes and is essential for cultivating sustainable human resources, requiring collective efforts from the state, society, and families to provide a quality

educational environment (Shoti, 2021). Like agriculture, education involves stages of planting, nurturing, and harvesting, with parents serving as primary caregivers and educators. The family is the foundational institution for children's education, especially from an Islamic perspective, where it is regarded as the first and most significant educational environment, fostering emotional and moral development (Shoti, 2021). Both parents and teachers profoundly affect students' academic success, and a supportive learning environment is crucial for student achievement. Parental involvement goes beyond school, as families increasingly bear the responsibilities of education (Đurišić & Bunijevac, 2017). Parents can identify challenges and provide necessary support (Utami, 2022). Parents who engage in activities such as reading, providing learning materials, guiding media consumption, taking educational trips, and monitoring behavior play a significant role in their children's academic success (Oranga et al., 2023).

The nature and character of children are largely influenced by their parents and family dynamics. The quality of communication and relationships between parents and children, along with parents' attitudes and sense of responsibility, significantly shape children's experiences in childhood and beyond (Aulia et al., 2022). Activities at home, like teaching academic skills, reading together, discussing extracurricular activities, and setting academic expectations, are vital for children's educational development Aulia et al., 2022).

Academic achievement reflects how well individuals meet specific educational objectives, making it a complex concept that encompasses various learning domains. How academic performance is defined depends on the metrics used to assess it (Kane, 2017). Academic success is viewed as the outcome of educational efforts and the knowledge and skills acquired in academic subjects (Wedikandage & Gunawardana, 2021). Children typically require guidance from adults, especially parents, who play a crucial role in imparting knowledge and skills to prepare them for life's challenges (Mohammad Rasikhul Islam, 2019). Islam emphasizes that children are among Allah's most precious creations, entrusted to parents for protection and education. Parents have the responsibility to nurture their children into intelligent, devout individuals, shaping their personalities in line with Islamic values (Rika, 2019).

In 2016, Somalia faced multiple crises, including a prolonged IDP crisis, drought, floods, and internal conflicts, which hindered the government's ability to provide essential services, particularly in education. Key barriers included a lack of safe learning environments, insufficient qualified teachers, and limited Ministry of Education oversight. Despite these challenges, various civil society and private institutions managed to offer education independently ("Annual Report 2016"). The Somali diaspora has seen significant growth, with education often prioritized by families. However, cultural differences and a lack of understanding of the educational system can affect parental engagement with schools. While many frameworks exist to foster parental skills, the onus remains on parents to support and encourage their children's academic efforts. Epstein (2002) identifies six categories of parental involvement: parenting, communicating, volunteering, learning at home, decision-making, and community collaboration (Ali, 2019).

## **Problem Statement**

In an ideal situation, Somali parental involvement would be robust and actively contribute to their children's academic achievement, fostering an environment where students excel academically and socially. However, the current reality is often marked by limited engagement due to various barriers such as language differences, socioeconomic challenges, and cultural misunderstandings, which hinder effective participation. The consequence of this lack of involvement is a noticeable gap in academic performance among Somali children, leading to lower educational attainment and reduced future opportunities. To address this issue, it is essential to propose targeted initiatives that enhance communication between schools and Somali families, provide resources for parents to engage in their children's education, and create supportive community networks that promote active involvement. This study seeks to explore the specific factors influencing Somali parental

involvement and identify effective strategies to foster greater engagement in their children's education.

### **Significance of the Study**

This study is significant as it aims to bridge the gap in understanding the role of Somali parental involvement in education, which has been underexplored in existing literature. By examining the specific challenges and barriers faced by Somali parents, the research will provide valuable insights that can inform educators, policymakers, and community organizations. Enhancing parental engagement has the potential to improve academic outcomes for Somali children, foster a greater sense of belonging in schools, and contribute to the overall well-being of the community. Ultimately, the findings could lead to the development of targeted interventions that support both parents and students, promoting educational equity and enhancing future opportunities for Somali youth.

### **Research Objectives**

1. To identify the factors influencing Somali parental involvement in their children's education.
2. To assess the current level of parental engagement among Somali families in educational settings.
3. To explore the barriers that hinder effective participation of Somali parents in their children's academic activities.
4. To propose strategies for enhancing parental involvement and engagement in the educational process.

### **Research Questions**

1. What are the key factors that influence Somali parental involvement in their children's education?
2. How do Somali parents currently engage in their children's academic activities?
3. What specific barriers do Somali parents face that limit their involvement in education?
4. What strategies can be implemented to improve parental engagement among Somali families in educational settings?

### **Related Work**

#### **Concept Parental Involvement in Education**

The concept of parental involvement in education is a multifaceted term encompassing parents' active participation in both the academic and social development of their children. Williams and Sánchez identify critical facets of parental involvement as including attendance at school events, engagement in children's educational activities, and emotional support for educational endeavors (Williams & Sánchez, 2011). This broad conceptualization aligns with findings from Pomerantz et al., who assert that such involvement is vital for children's academic success and well-being, suggesting that parental engagement manifests in various ways, positively affecting students' academic trajectories (Pomerantz et al., 2007). An important aspect of this involvement is recognizing that parents often act as the bridge between their children's experiences and the educational environment, thereby establishing the groundwork for their academic futures (Ablasa, 2024).

## **Importance of Parental Involvement**

The importance of parental involvement cannot be overstated. Numerous studies establish a strong link between parental engagement and positive educational outcomes, such as improved academic performance, better school attendance, and increased motivation to learn (Lara & Saracostti, 2019; Sherpa et al., 2022). For instance, Englund et al. found that children's achievement in early elementary school is significantly influenced by the quality of parental involvement, echoing the sentiment that children whose parents are actively engaged tend to perform better academically (Englund et al., 2004). Furthermore, this engagement not only enhances academic skills but also facilitates the development of children's social and emotional competencies, as pointed out by Bilbao et al., affirming that higher levels of parental involvement correlate with enhanced self-esteem and peer relationships (Bilbao et al., 2025).

## **Factors Influencing Parental Involvement**

Parental involvement in education encompasses various dimensions of engagement that profoundly impact children's academic success.

This review discusses four key factors influencing parental involvement: parental engagement in learning, support for academic activities, communication and expectations, and emotional and motivational support.

### **Parental Engagement in Learning**

Parental engagement in learning is characterized by the active participation of parents in their children's educational activities. Research indicates that the quality of interactions between parents and children regarding school-related discussions is crucial. Guo et al. highlight that daily conversations around academic activities effectively enhance children's reading achievements, underscoring the importance of direct engagement in learning processes Guo et al. (2018). This finding aligns with Hu's work, which suggests that parents often compensate for the lack of material resources by increasing emotional investments and promoting learning through enhanced communication with their children (Hu, 2025). Furthermore, Womack and Johnson demonstrate a correlation between school communication and parents' involvement with homework, thus showing that educational institutions can facilitate higher levels of engagement by improving communication practices (Womack & Johnson, 2021).

### **Support for Academic Activities**

Support for academic activities involves parents facilitating their children's learning both inside and outside the school environment. Effective parental support encompasses helping with homework, attending school events, and creating a conducive home environment for study and learning. Ing's research underscores how parents' involvement directly affects children's persistence and achievement in STEM subjects, reflecting a framework where parental support can significantly impact students' educational paths (Ing, 2013). In a study by Froiland et al., the long-term benefits of early parent involvement in education are highlighted, linking robust parental support to improved academic outcomes as children progress through their schooling (Froiland et al., 2012). Such active support contributes to children's intrinsic motivation and academic self-efficacy, which are vital for achieving sustained educational success (Mutodi & Ngirande, 2014).

### **Communication and Expectations**

Communication between parents and educational institutions, as well as among family members, plays a pivotal role in shaping expectations for children's academic achievements. Effective communication fosters a shared understanding of academic goals and encourages children to pursue higher educational standards.

Study has demonstrated that students whose parents maintain high academic expectations coupled with positive communication tend to perform better academically. For instance, Zhang illustrates that parental educational expectations, along with regular discussions about school activities, significantly enhance motivation and academic performance amongst adolescents (Zhang, 2019). Moreover, schools that cultivate strong partnerships with families through effective communication strategies promote parental engagement and subsequently boost students' academic outcomes (Zou, 2023).

### **Emotional and Motivational Support**

Emotional and motivational support from parents helps strengthen students' resilience and determination towards academic goals. Parents' beliefs in their children's abilities and expressing high expectations can foster a supportive atmosphere that enhances children's overall educational experiences.

Studies indicate that parental emotional support serves as a protective factor against academic challenges, particularly in lower-income families, where emotional investment may compensate for material deficits (Hu, 2025). Additionally, Mutodi and Ngirande found that parental involvement positively influences students' psychological well-being, which is critical for their academic engagement and achievement (Mutodi & Ngirande, 2014). The role of emotional support extends beyond academic outcomes; it also plays a fundamental part in students' overall life satisfaction and well-being, establishing a holistic foundation for their future success (Hakimzadeh et al., 2016).

### **Barriers to parental involvement in their children's education**

Parental involvement in children's education is a critical factor influencing academic success; however, numerous barriers impede effective engagement, particularly among diverse populations. These barriers include linguistic challenges, socioeconomic factors, perceptions of school climate, and historical grievances related to race and class.

Language barriers represent a significant obstacle for Limited English Proficient (LEP) parents in fully engaging with their children's education. Research indicates that these parents frequently identify language proficiency as a primary barrier, highlighting the need for accessible interpretation services and support structures within educational settings. Mohamed emphasizes that without these services, LEP parents struggle to navigate the educational landscape, thereby limiting their involvement and ultimately impacting their children's academic performance (Mohamed, 2022).

Socioeconomic factors contribute chiefly to barriers related to time and resource constraints. Parents who are employed in low-income jobs often find it challenging to participate in school events due to conflicting schedules or lack of childcare options. For instance, a study by Harris and Goodall concludes that powerful social and economic factors prevent many parents from fully participating in their children's education (Harris & Goodall, 2008). Additionally, logistics such as transportation play a crucial role; a study by Williams et al. supports this by highlighting that logistical factors, including the unavailability of childcare and transportation, serve as barriers to parental engagement in various programs (Williams et al., 2022).

Perceptions of school climate also influence parental involvement. Parents' beliefs about the inclusiveness and responsiveness of schools can either facilitate or hinder their engagement. Çayak found that negative perceptions of school climate can deter parents from participating effectively in their children's education, as they may feel unwelcome or overlooked in the school community (Çayak, 2021).



Furthermore, systemic inequities, as reported by Marchand et al., often make minority parents feel marginalized and less likely to volunteer or engage with teachers and school staff (Marchand et al., 2019). This is compounded by historical grievances and discrimination, particularly affecting Black and minority parents who report feeling unwelcome (Brown, 2022).

Moreover, engaging parents requires recognizing the impact of external pressures, including those arising from previous relationships with educational institutions. Research indicates that negative past experiences with school authorities can deter parents from further involvement. Specifically, research highlights that many minority parents experienced inequitable treatment, which contributes to a self-perpetuating cycle of disengagement (Nzinga-Johnson et al., 2009; McKay et al., 2003).

To counter these barriers and foster greater parental involvement, educators must create supportive environments that address these multifaceted issues. Strategies such as tailored communication, community outreach efforts, and the incorporation of parents’ feedback into school policies may effectively bridge gaps in engagement. By actively engaging parents and welcoming their input, schools can overcome barriers and enhance the educational outcomes for all children.

Methodology

This study employs a quantitative research design to investigate the role of Somali parental involvement in enhancing children's academic performance, conducted in Mogadishu, Somalia. A sample of 65 Somali parents was selected randomly. Data was collected using a structured survey divided into two parts: the first gathers demographic information and the second assesses parental involvement through Likert-scale items measuring factors influencing engagement, current levels of participation in educational activities, and barriers to effective involvement. The data was analyzed using descriptive statistical methods, calculating frequency distributions and percentages to identify trends and patterns. Ethical considerations included obtaining informed consent, ensuring confidentiality, and allowing participants the right to withdraw at any time.

Results

Table. 1 Gender of Respondent

Sex	Frequency	Percentage
Male	50	76.92
Female	15	23.08
Total	65	100.0

A total of 65 parents answered the question regarding their sex, according to the study's findings. Data were shown in Table 1 and Figure 1, showing that 23.08% of respondents were female and 76.92% of respondents were male. This substantial gender disparity raises the possibility that the survey's perceptions are primarily those of male parents. Therefore, it would be advantageous for future polls to strive for more fair representation in order to guarantee that a greater variety of parental perspectives are taken into account.

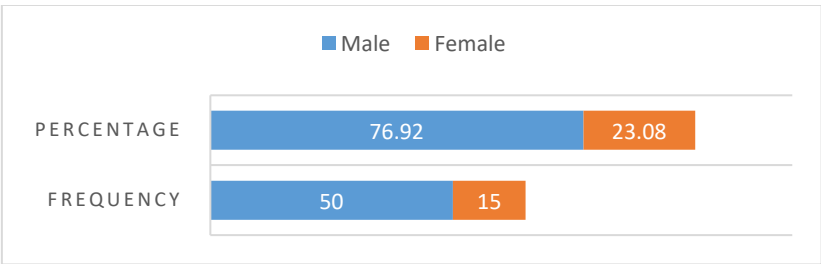


Figure (1) Results of Gender of Respondent

Table2. Results of Age of Respondents

Value	Frequency	Percentage
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31-40	33	50.77
20-30	20	30.77
>40	12	18.46

According to the parental involvement survey results, every one of the 65 participants provided an answer to the age question. 33 respondents (50.77%) are in the age range of 31 to 40, which represents the largest group of parents and represents more than half of the participants. With 20 responses (30.77%), parents in the 20–30 age range make up the next largest group, followed by those over 40 (18.46%). The majority of parents who participated in the poll appear to be in their early to mid-thirties, based on their age distribution, which may influence their viewpoints and degree of involvement in their kids' life. Interpreting the results on parental involvement requires an understanding of this demographic background because parenting styles and experiences can vary throughout age groups.

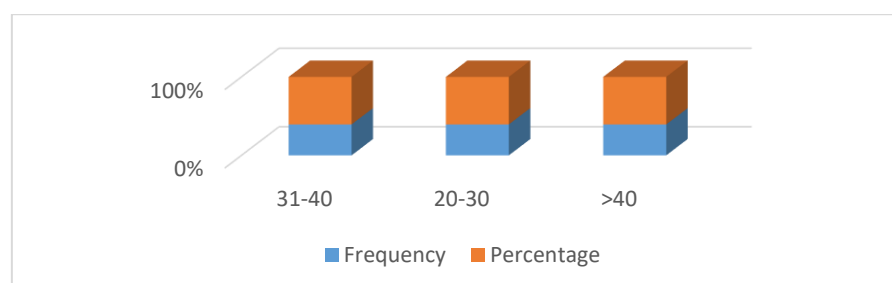


Figure 2 Results of Age of Respondents

Table 3. Results of Educational Level

Value	Frequency	Percentage
Bachelor	23	35.38
Master's	20	30.77
Master's	18	27.69
P.HD	4	6.15

According to the survey's findings on educational attainment, 23 out of the 65 respondents—or 35.38% of the total—have a bachelor's degree. Twenty respondents (30.77%) fall into the master's degree group, and another eighteen respondents (26.79%) have earned a master's degree. Four people, or 6.15% of the respondents, belong to a smaller group and have Ph.D.'s. According to this distribution, the parents' educational attainment is comparatively high, with a sizable majority holding at least a bachelor's degree. It is crucial to comprehend these parents' educational backgrounds since they may have an impact on how involved they are in their kids' education and how they view certain parenting and educational-related concerns.

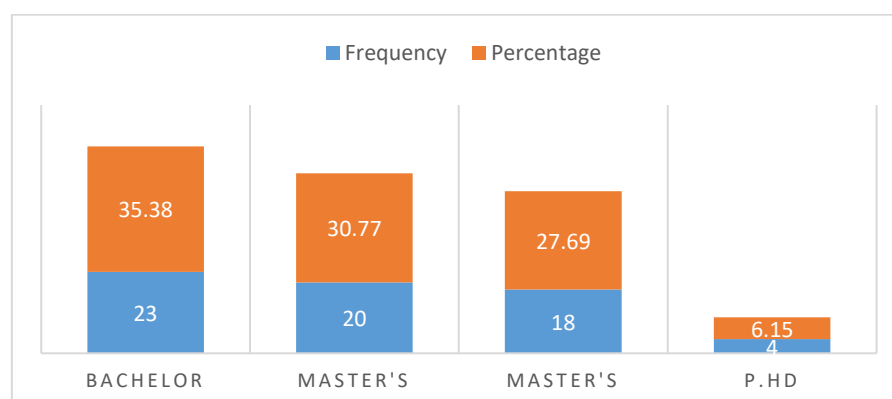


Figure 3 Results of educational level of Respondents

Table 4. Marital Status

Value	Frequency	Percentage
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Married	52	80
Single	13	20

According to the marital status survey results, out of the 65 respondents, 52 parents are married, which represents 80% of the participants, and 13 parents identify as single, which represents 20%. This significant majority of married parents' points to a largely stable family structure among the respondents. Support for extracurricular activities and education are two examples of how parental engagement in their children's life may be positively impacted by such stability. On the other hand, although being a lower proportion, single parents could have distinct difficulties and dynamics in their parental roles. It is crucial to comprehend the ramifications of different marital statuses in order to explain how they might influence the degree of involvement in the social and intellectual development of children.

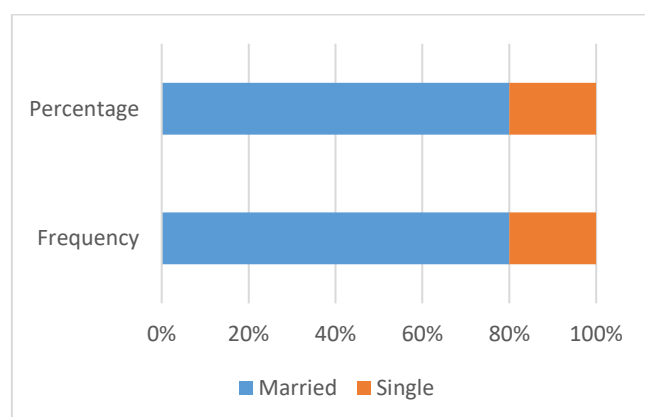


Figure (4) Results of Marital Status of Respondents

Table 5. Results of Respondents' Experience

Value	Frequency	Percentage
>10	23	35.38
5-10	22	33.85
1-5	20	30.77

The findings of the parental experience survey show that 23 out of 65 respondents, or 35.38% of the total, have more than ten years of experience. Next in line are 20 parents (30.77%) with 1–5 years of experience and 22 parents (33.85%) with 5–10 years. The respondents' experience range appears to be fairly balanced, based on this distribution, with a significant percentage having substantial parenting experience. Parents' approaches to getting involved in their kids' education and activities may be influenced by their differing degrees of experience; parents with more years of experience may have different ideas and methods than parents with less experience. Assessing the possible influence on parental involvement and their children's general development requires an understanding of this experience level.

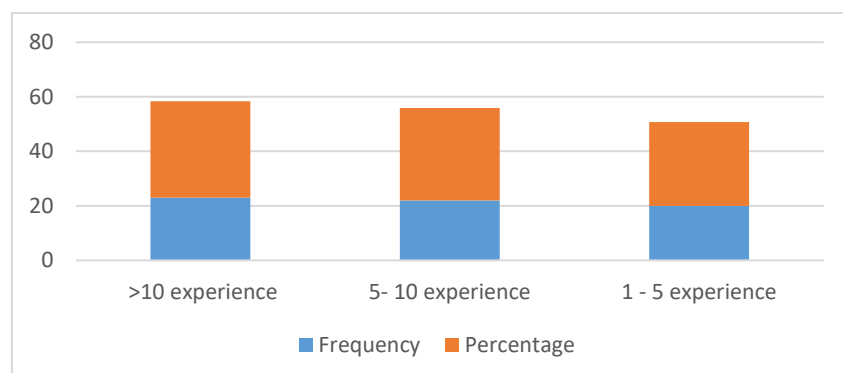


Figure (5) Results of Experience of Respondents

Table 6. Child's Current Grade Level



Value	Frequency	Percentage
Primary	43	66.15
University	14	21.54
Secondary	8	12.31

According to the survey's findings on the child's current grade level, 43 respondents (66.15%) have elementary school-aged children, suggesting that most parents are involved with younger children. On the other hand, eight parents (12.31%) have children in secondary school, and fourteen parents (21.54%) have children enrolled in university. According to this distribution, the majority of the respondents are parents of younger children, which may have an impact on how they view parental participation and educational support.

Comprehending the children's grade levels can shed light on the particular difficulties and requirements these parents encounter, as well as how they approach being involved in their kids' education at various phases of growth.

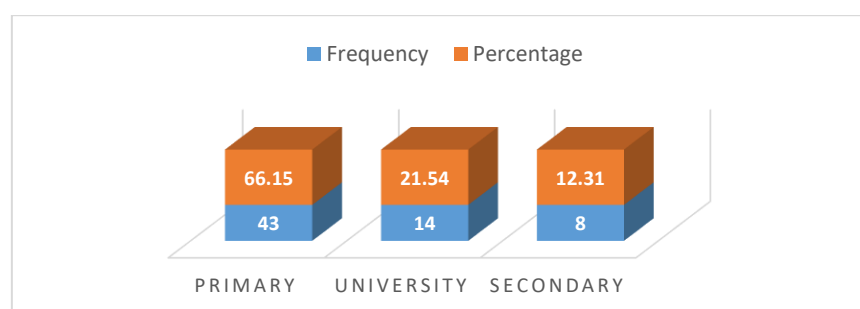


Figure (6) Results of the Respondents' Child's Current Grade Level

Table7. Result of Parental Engagement in Learning

Items	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Q1: I help my child with homework	52.31	38.46	4.62	3.08	1.54
Q2: I discuss school subjects with my child	47.69	38.46	6.15	6.15	1.54
Q3: I ask my child about their school day	47.69	27.69	16.92	6.15	1.54
Q4: I encourage my child to read at home	58.46	29.23	9.23	1.54	1.54
Q5: I provide a quiet space for my child to study	35.38	36.92	21.54	4.62	1.54

The "Result of Parental Engagement in Learning" table analysis provides important information about how parents participate in their children's education. The fact that a sizable majority of parents (58.46%) strongly believe that they promote reading at home shows how much they value it for the development of literacy. A strong dedication to assisting their child's academic career is also shown by the fact that more than half (52.31%) of parents actively assist with homework. A possible possibility for greater involvement is highlighted by the indifferent and disagree responses, which indicate that some parents may feel less confident or involved in discussing school-related topics, even though 86.15% of parents strongly agree or agree.

The fact that fewer parents (47.69%) inquire about their child's school day also suggests a communication gap that could be filled by educational programs.

Providing a quiet study room receives the lowest level of participation (35.38% strongly agreeing), indicating that many parents struggle to create the best possible learning environment. Parents are unsure of their degree of engagement, as seen by the large percentage of neutral answers to many questions. Overall, the data shows that parents are actively involved in their children's education, especially when it comes to reading and homework, but it also identifies areas that need work, such as encouraging conversations about school experiences and improving study spaces. Children's educational outcomes may improve if these issues are addressed.

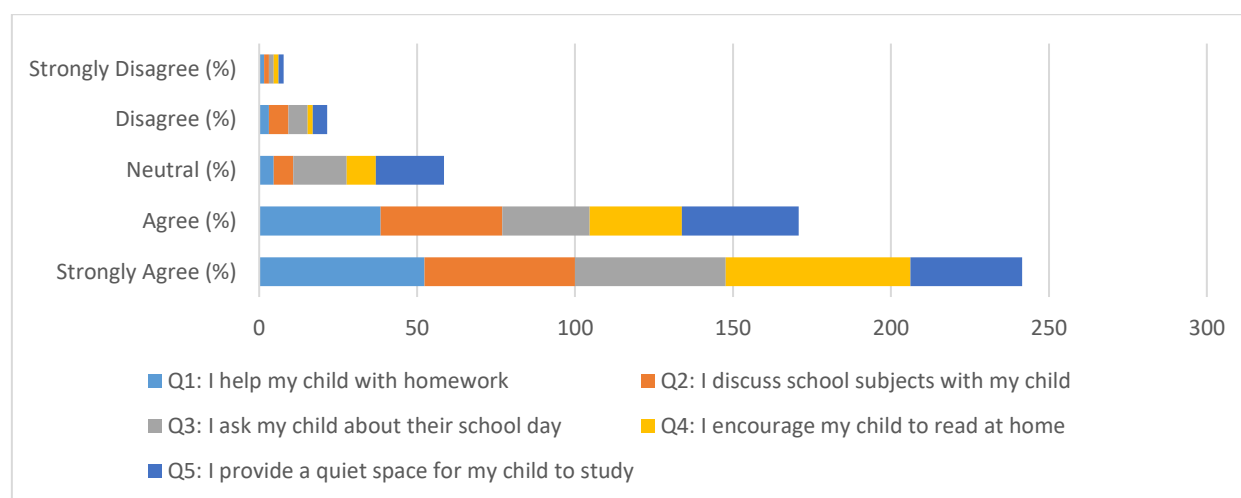


Figure (7) Result of Parental Engagement in Learning

Table 8. Result of Support for Academic Activities

Items	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Q6. I assist my child in setting academic goals.	40	40	10.77	7.69	1.54
Q7: I encourage my child to participate in extracurricular activities	23.08	49.23	20	6.15	1.54
Q8: I reward my child for academic achievements.	50.77	38.46	6.15	3.08	1.54
Q9: I help my child with project work or assignments.	29.23	38.46	24.62	6.15	1.54
Q10: I communicate my expectations regarding school performance to my child.	30.77	44.62	16.92	6.15	1.54

Different patterns of parental involvement are revealed by the survey data on support for academic activity. The practice is strongly supported, as evidenced by the fact that 40% of parents strongly agree and another 40% agree with the question regarding helping kids create academic goals (Q6). Regarding promoting extracurricular activity participation (Q7), 49.23% agree and 23.08% strongly agree, indicating substantial encouragement. Regarding honoring academic accomplishments (Q8), a noteworthy 50.77% strongly agree and 38.46% agree, indicating a high focus on success recognition.

38.46% of respondents agree and 29.23% strongly agree that they can help with project work or tasks (Q9), indicating a modest level of involvement.

Lastly, 44.62% agree and 30.77% strongly agree with the statement that expectations for school achievement should be communicated (Q10), underscoring the significance of explicit expectations in academic support. Overall, the data shows that parents are quite committed to helping their kids with their schoolwork, especially when it comes to setting goals, acknowledging accomplishments, and communicating expectations.

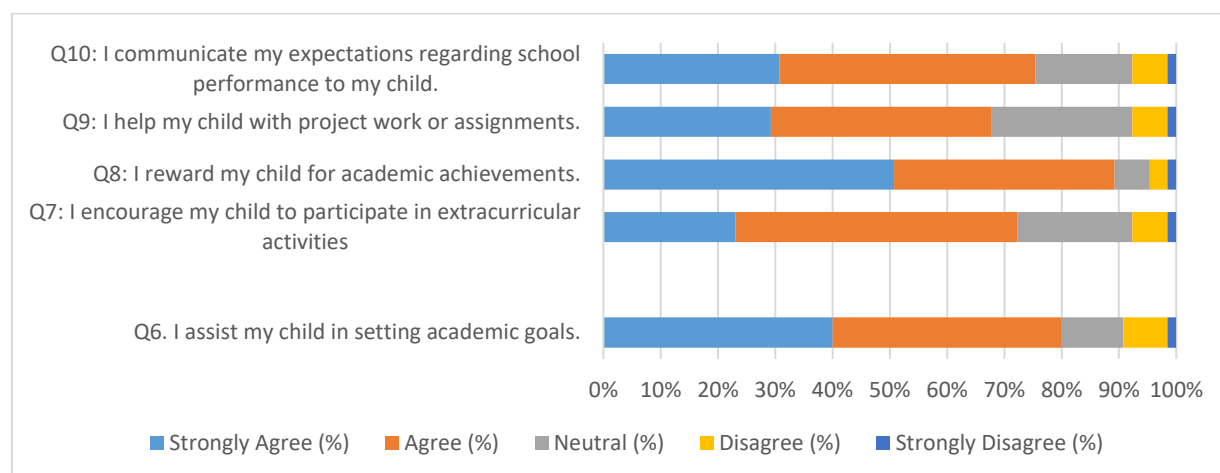


Figure (8) Result of Support for Academic Activities

Table 9. Result of Communication and Expectations

Items	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Q11. I discuss the importance of education with my child.	49.23	27.69	16.92	3.08	3.08
Q12: I provide feedback on my child's academic performance.	35.38	41.54	18.46	3.08	1.54
Q13: I encourage my child to ask questions about their studies.	38.46	47.69	7.69	4.62	1.54
Q14: I share my own educational experiences with my child.	40	41.54	10.77	4.62	3.08
Q15: I express pride in my child's achievements.	32.92	47.69	10.77	4.42	4.62

Parental involvement in school is on the rise, according to Table 9's findings on expectations and communication. A significant majority of parents highlight the value of education, as evidenced by the 49.23% who strongly agree and the 27.69% who agree with Q11, which discusses the importance of education. According to Q12, which asks for comments on academic performance, the majority of parents actively discuss their child's progress, with 35.38% strongly agreeing and 41.54% agreeing. 38.46% strongly agree and 47.69% agree with Q13, which encourages questioning concerning studies, indicating a good supportive atmosphere for curiosity and inquiry.

A dedication to tying personal insights to children's learning is demonstrated by the 40% who strongly agree and 41.54% who agree with Q14, which asks about sharing personal educational

experiences. Finally, in Q15, expressing pride in achievements, 32.92% strongly agree and 47.69% agree, suggesting that parents enjoy their children's victories.

Overall, the data shows that a sizable percentage of parents agree or strongly agree with the assertions, indicating strong support and constructive dialogue about education. There is broad agreement regarding the significance of various communication techniques, as seen by the low rates of disagreement and strong disagreement across all questions.

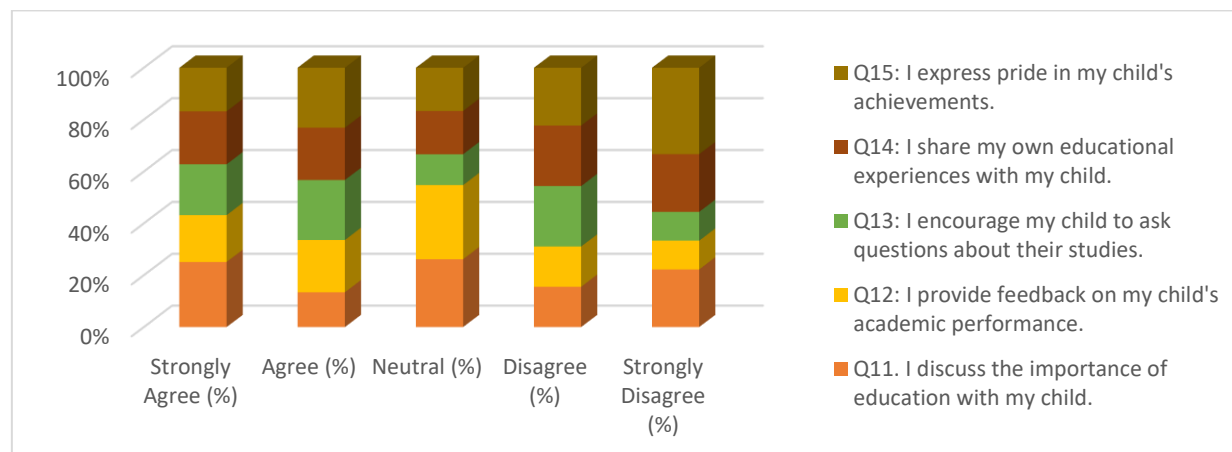


Figure (9) Result of Communication and Expectation

Table 10. Result of Emotional and Motivational Support

Items	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Q16. I help my child manage stress related to school.	36.92	44.62	10.77	4.62	3.08
Q17: I encourage my child to persevere through challenges.	32.31	40	20	6.15	1.54
Q18: I actively listen to my child's academic concerns.	32.31	55.38	6.15	3.08	3.08
Q19: I provide emotional support during difficult school projects.	47.69	33.85	12.31	3.08	3.08

Table 10 and figure 10's findings on emotional and motivational support show that parents are quite involved in assisting their kids in overcoming obstacles in the classroom. When it comes to Q16, the majority of parents actively assist their children in managing the stress associated with school, as indicated by the 36.92% who strongly agree and the 44.62% who agree. Parents are dedicated to helping their children develop resilience, as evidenced by the 32.31% strongly agree and 40% agree responses to Q17, which focuses on promoting perseverance over hurdles. Parents have a strong propensity to listen intently and validate their children's feelings, as seen by the 32.31% who strongly agree and the 55.38% who agree with the question about actively listening to academic problems (Q18).

Q19, which looks at the supply of emotional support throughout challenging projects, shows a notable degree of support amid academic difficulties, with 47.69% of parents strongly agreeing

and 33.85% agreeing. According to the research, parents generally agree or strongly agree with these supporting activities, which portrays a loving atmosphere where parents place a high value on providing their kids with both emotional and motivational support.

The fact that there is little disagreement or considerable disagreement on any of the questions highlights the encouraging trend in parental involvement.

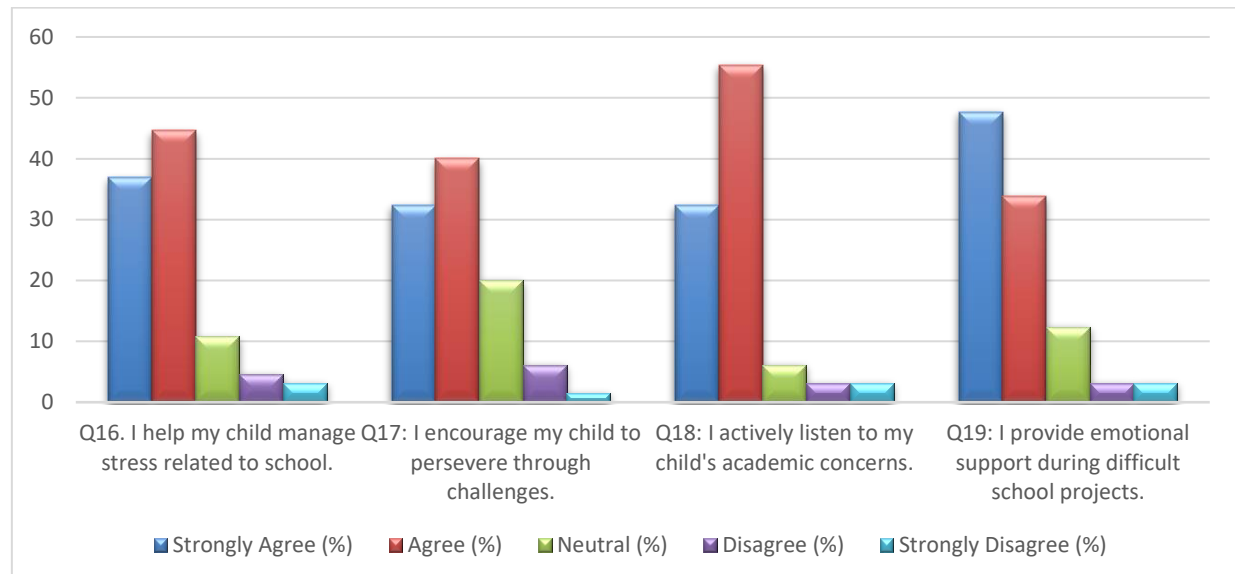


Figure (10) Result of Emotional and Motivational Support

## Conclusion

This study explored the role of parental involvement in children's education among Somali families in Mogadishu, revealing key insights into engagement patterns, support mechanisms, and areas for improvement. The findings highlight that parents are actively involved in their children's academic lives, particularly in direct assistance such as homework help, encouragement of reading, and emotional support during challenges. However, the study also identified disparities, including a significant gender imbalance among respondents, with fathers more frequently represented than mothers, which may influence the perspectives captured. Additionally, while parents demonstrated strong commitment to academic encouragement and communication, certain areas—such as creating structured study environments and assisting with advanced academic tasks—showed room for growth. The high educational attainment of most respondents suggests a strong foundation for further engagement, but socioeconomic and cultural factors may still pose challenges. Overall, the results underscore the importance of fostering inclusive, well-rounded parental involvement to maximize children's educational outcomes. Addressing gaps in participation, enhancing school-parent collaboration, and providing targeted support could further strengthen the impact of parental engagement in Somali communities.

## Recommendation

1. Gender-Inclusive Engagement Programs
  - Develop targeted outreach initiatives to increase participation of mothers in school-related activities
  - Establish women-led parent committees to address cultural barriers to female involvement
  - Provide childcare support during school meetings to enable more mothers to attend
2. Parent Education and Capacity Building
  - Implement regular workshops on effective study environment creation at home
  - Train parents on modern teaching methods to better assist with homework and projects

- Offer guidance on age-appropriate academic support strategies for different grade levels
- 3. School-Parent Communication Enhancement
  - Create digital communication channels (WhatsApp groups, SMS alerts) for regular updates
  - Establish a structured parent-teacher meeting schedule with flexible timing options
  - Develop clear guidelines for parental expectations at each educational level
- 4. Community-Based Support Systems
  - Organize neighborhood study groups supervised by educated community members
  - Establish peer mentoring programs connecting experienced parents with newcomers
  - Collaborate with local mosques and community centers to promote educational values
- 5. Resource Development
  - Distribute affordable study kits (notebooks, reading materials, basic supplies)
  - Create community learning spaces with proper lighting and furniture
  - Develop local-language guides on effective parental involvement techniques
- 6. Recognition and Motivation Programs
  - Implement parent appreciation events to celebrate educational involvement
  - Establish simple reward systems for consistent parental participation
  - Share success stories of effective parent-child educational partnerships
- 7. Policy Advocacy
  - Lobby for employer policies that allow time off for school-related activities
  - Advocate for government-supported parent education programs
  - Push for inclusion of parental involvement metrics in school evaluations
- 8. Ongoing Research and Evaluation
  - Conduct follow-up studies to measure impact of intervention programs
  - Include student and teacher perspectives in future research
  - Track longitudinal effects of enhanced parental involvement on academic performance

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