

Parental Involvement And Student's Academic Performance: A Study On Secondary School Students In Mogadishu, Somalia

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ABSTRACT

The main objective of the study was to assess parental involvement and student's academic performance: A study on secondary school students in Mogadishu, Somalia. The study was guided by the following objectives; to determine the level of parental involvement on student's academic performance among secondary school students in Mogadishu, Somali and to assess the relationship between parental involvement and student's academic performance among secondary school students in Mogadishu, Somalia. The study incorporated descriptive study design. The current study uses a hybrid research strategy in terms of methodology. Both qualitative and quantitative research approaches were included into the study design. The population targeted was 20 private and public secondary schools in Mogadishu. The study also incorporated 50 teachers, 25 students and 25 parents whose students' study in the 20 private and public secondary schools in Mogadishu. A census technique of sampling was used because the research population was tiny, and all 20 private and public schools in Mogadishu were considered. To help obtain primary data from study participants, the researcher employed semi-structured research questionnaires with both open-ended and closed-ended questions. Due to their lower cost and wider audience reach when compared to interviews, questionnaires were the method of choice for research. The study used primary data that was gathered through Google Forms-presented Likert scale questionnaires. Prior to analysis, the survey's quantitative data was coded and displayed in Excel. Additionally, version 27 of the Statistical Packages for Social Sciences was used for data analysis. Content analysis was utilized for the study of the qualitative data. This approach aided in the development of the study's conclusions. Descriptive and inferential statistical tables were used to display the study's findings. The study concluded that students with involved parents experience fewer behavioural issues, attaining superior academic results and have a higher probability of finishing high school in comparison to pupils whose parents show less interest in their education. Therefore, the level of parental involvement in school life is strongly correlated with academic success among secondary school students in Mogadishu, Somalia.

Keywords: parental involvement, academic performance

1.0. INTRODUCTION

The pursuit of desirable academic performance is viewed as a vital solution to addressing the challenges of the 21st Century, as emphasized by UNICEF in 2019. However, Muller (2018) expresses concerns that parental factors may limit a child's ability to achieve academic success. The Coleman Report of 1966, highlighted nearly six decades ago, underscored the educational disadvantages faced by children from low socioeconomic backgrounds (Krane & Klevan, 2019). To address this, states are required by Article 29 of the 1989-ratified United Nations Convention on the Rights of the Child (UNCRC) to offer education opportunities that enable children to reach their maximum potential in terms of developing their personalities, talents, and mental and physical capabilities (Convention on the Rights of the Child, 2016). Furthermore, states were urged to

guarantee education that satisfies every person's fundamental learning needs by the Jomtien Education for All (EFA) Declaration of 2015 (Barger et al., 2019). In addition, by 2015, all countries must provide primary and secondary education that is of high quality, free, and mandated by the Millennium Development Goals (MDGs) and the Dakar Framework for Action of 2000. Donors and governments alike are expected to commit funds to this project (Hornby & Blackwell, 2018).

The impact of parental involvement on students' academic performance has long been acknowledged (Barger et al., 2019). Empirical evidence consistently indicates that parental involvement in their children's education has a favorable impact on academic performance. This engagement can take many different forms, such as engaging in school functions, attending parent-teacher conferences, and offering homework assistance. Parental participation is linked to improved behavior, increased academic achievement, and greater attendance at school, according to Abed & Shackelford (2023). These advantages are most noticeable in the early school years, when parental involvement can create a solid basis for future academic achievement.

The degree and type of parental participation can differ greatly depending on a number of circumstances, including family structure, educational background, and socioeconomic level, even if the benefits are obvious. According to Boonk et al. (2018), parents who earn more money and have more education are more likely to be involved in their kids' education and to provide tools and resources that can improve academic achievement. On the other hand, single-parent households frequently deal with issues including lower income levels and less free time because of employment obligations, which can have a detrimental effect on kids' academic performance (Wilder, 2023). In order to create policies that effectively foster parental involvement across a variety of family configurations and consequently improve students' academic achievement and overall educational experiences, it is imperative that these relationships be understood.

The collaboration between parents, families, and communities in education is associated with improved academic performance and overall school enhancement (Pinquart & Ebeling, 2020). When schools, along with parents, families, and communities, collaborate to support learning, students typically achieve higher grades, exhibit better attendance, stay enrolled in school for longer durations, and participate in more advanced programs. Oranga et al. (2022) note that strong partnerships between schools, families, and communities result in higher educational aspirations and increased student motivation. They also emphasize the critical role that parental, family, and community involvement plays in addressing the problem of school dropouts (Schneider & Coleman, 2018). This relationship is present for elementary and secondary kids alike, regardless of origin, family wealth, or educational attainment of the parents. A study by Sidow (2022) revealed that parental participation has a positive impact on minority students' academic performance in all racial groupings. It is crucial to remember that this study only looks at secondary education.

In order to enhance teaching and learning, it is essential to address the social and academic requirements of students. This all-encompassing approach is also essential for reducing achievement gaps. Community involvement in the educational process is recognized as a hallmark of high-performing schools, and there are many benefits to matching community resources with student requirements (Roksa & Kinsley, 2019).

In the United States, parents are clearly involved in their children's education, both at home and in the classroom. Parental empowerment and involvement are critical in determining the caliber of teaching and learning processes in schools, as recognized by the No Child Left Behind Act of 2012 (Education Department, 2018). According to research done in Norway, parental participation at home has a big impact on kids' academic success (Lara & Saracostti, 2019).

The problem of subpar academic achievement is still present across the African continent (UNESCO, 2016). In response to this worry, Walter (2018) conducted a study in Nigeria and bemoaned the miserable and embarrassing academic standing of Nigerian students on the West African Examination Council (WAEC). Ovansa (2017) discovered that the economic and educational status of families in Nigeria had not improved despite the implementation of numerous policies like the Structural Adjustment Programme (SAP), Universal Secondary Education (USE), Universal Basic Education (UBE), and currency devaluation intended to lessen the financial burden on parents. Furthermore, studies done in Nigeria by Daily et al. (2019) found that 13% of children there came from single-parent households, which are linked to subpar educational results. Thus, research on the impact of parental background traits on Kenyan adolescents' academic achievement is desperately needed.

Academic performance can be impacted by the structure of the family, particularly single-parent households. Recognized as the foundation of civilization, the family plays a pivotal role in a child's holistic development (Bartolome, 2021). Boonk et al., (2018) assert that single-parent families often experience lower income levels, are predominantly headed by moms who have less education and are less likely to be actively working in the workforce. In contrast, there was no statistically significant variation in the academic achievement of kids from single-parent households and those from two-parent families, according to a study done in Mogadishu, Somalia, by Warsame et al. (2022). These results imply that there might not be a significant relationship between family structure and academic achievement. Therefore, it is necessary to find out if secondary schools in Mogadishu, Somalia both public and private share this seeming contradiction.

According to Ali et al. (2023), there is still a problem with the quality of education in Mogadishu, Somalia's secondary schools. A large percentage of students receive subpar marks between D+ and E, while the number

of students receiving superior grades between C+ and A has been declining. Laxity on the part of parents and guardians was found to be a determinant in students' academic achievement by Mohamed, Dahie, and Warsame (2018). According to the study, 40% of parents exhibit apathy in their children's school activities and neglect to communicate with instructors about potential difficulties that may influence their students. This suggests that some parents have abdicated their parental obligations to teachers and school administration. Consequently, some students exhibit irregular class attendance despite leaving home each morning, which underscores the importance of consistent attendance for maintaining academic success. This study aimed to investigate the influence of parental involvement on the academic performance of secondary school students in both public and private schools in Mogadishu, Somalia.

1.1 Statement of the Problem

Somalia's Ministry of Education, Culture and Higher Education (MoECHE) in 2023 reported that over the past five years, many schools in Mogadishu have experienced consistently low academic performance. Documented records from the education, culture, and higher education ministry indicate that a significant factor contributing to this trend is the lack of participation by parents in school activities. Despite the area's economic prosperity, stakeholders observe a notable absence of parental involvement in terms of providing teaching and learning resources, paying fees, and facilitating the improvement of infrastructural facilities. However, despite efforts to increase parental engagement in schools, the poor performance in national examinations in Mogadishu continues to persist, presenting a puzzling scenario (Omar, 2019).

To tackle the issue of poor academic performance, the Federal Republic of Somalia in 2012 implemented the Free Secondary Education program. This initiative involves providing capitation grants per student annually to schools and supplying educational resources such as books. Additionally, the Federal Republic of Somalia Development Fund has been involved in developing school infrastructure in select schools. Furthermore, all principals and deputy principals have received government support to obtain a Diploma in Educational Leadership from the education management institute to enhance their efficiency in managing schools. Additionally, schools host academic days where parents and children interact with subject teachers to discuss performance and establish goals. The problem of subpar academic achievement nevertheless exists in spite of these interventions. The need for this study is highlighted by the paucity of research on the relationship between parental participation and academic performance of secondary school pupils in Mogadishu, Somalia, despite the fact that numerous studies have looked at performance indicators and influencers in various places.

1.2 Objectives of the Study

1.2.1 General Objective

The main objective of the study was to assess parental involvement and student's academic performance: A study on secondary school students in Mogadishu, Somalia.

1.2.2. Specific Objectives

The survey was keen to:

- i. To ascertain the impact of parental participation on the academic achievement of Mogadishu, Somalia, secondary school pupils.
- ii. To evaluate the connection between Mogadishu, Somalia, secondary school students' academic achievement and parental participation.

1.3 Research Questions

- i. What is the impact of parental participation on the academic achievement of secondary school pupils in Mogadishu, Somalia?
- ii. What is the connection between parental participation and the academic achievement of secondary school students in Mogadishu, Somalia?

1.4 Theoretical Framework

This study draws upon Epstein's (1995) Framework, which delineates six models of parental involvement derived from Epstein's theory of Overlapping Spheres of Influence. These models were designed by Epstein to symbolize typical parental involvement in collaborations between the home, school, and community (Epstein, 2011; Epstein et al., 2019). She emphasizes the value of parents working with schools to reaffirm the importance of education, homework, and other school-related activities, and she supports schools working in partnership with parents to establish a family-like setting where every child feels appreciated and accepted. In Epstein's view, there are six primary kinds of parental participation: decision-making, home-based learning, communication, parenting, volunteering, and community collaboration. The framework has been revised to offer schools particular tactics for improving each of these six engagement categories (Epstein, 1995; Epstein, 2011; Epstein et al., 2019).

Epstein's approach, like every theory, has advantages and disadvantages. Its advantages include being comparatively simple to comprehend and use, offering specific recommendations to schools on how to encourage different forms of family participation, and having a large amount of research to back up its applicability. In fact, this methodology has proven to be successful in raising students' academic progress and

enhancing the calibre of parental involvement (Sheldon, 2005; Gryphon & Steen, 2010). Moreover, respected establishments such as John Hopkins University in Maryland, USA, which employed it to establish the National Network of Partnership for Schools (NNPS), have endorsed it. According to Wilder (2023) and Epping (2018), this programme helps schools build relationships with parents and communities, demonstrating the model's broad acceptability and adoption.

1.4 Conceptual Framework

A conceptual framework for a research study is a diagrammatic representation of the study's dependent and independent variables. According to Walker (2020), a conceptual framework in a research study helps outline variables as well as indicators as investigated by the analysis. The framework provides a structure that explains how different activities in the research are related to each other (Snyder, 2019). The study conceptualizes that students' academic performance is dependent on level of parental involvement as presented in the figure below.

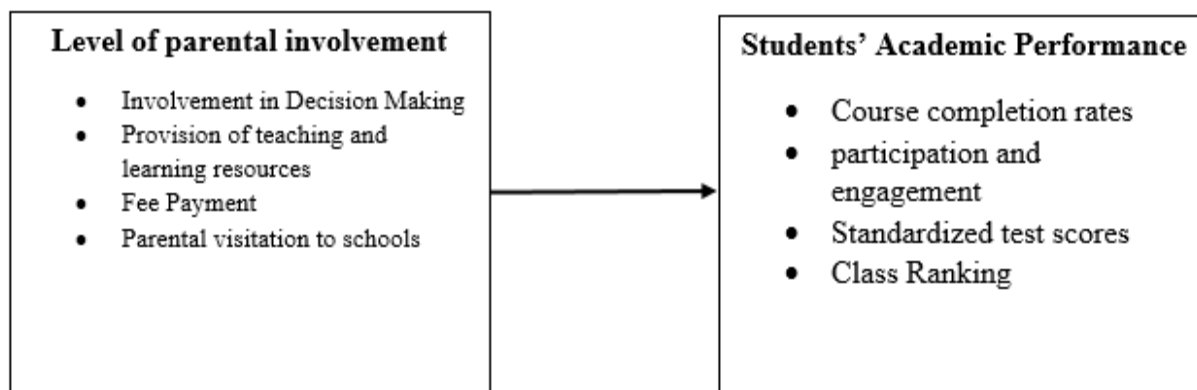


Figure 1: Conceptual Framework
Source: researcher, 2023

2.0. MATERIALS AND METHODS

2.1 Research Design

A descriptive study design was used in the investigation. In order to determine the level of parental participation and the academic performance of secondary school pupils in Mogadishu, Somalia, this research study design was perfect.

2.2 Research Approach

A researcher's overarching strategy or plan for examining a certain phenomenon or providing a response to a research topic is referred to as their research approach (Kothari, 2019). The current study uses a combination of research methods. In order to obtain a more thorough grasp of the research issue, the study design collects and analyses both qualitative and quantitative data using a combination of qualitative and quantitative research methods. Within the same study, the method improved gathering and evaluating quantitative data from surveys, experiments, or statistical analysis as well as qualitative data from observations, interviews, or textual analysis.

2.2 Target Population

The research study population refers to the complete set of individuals, items, or cases that meet specific criteria and from which a sample may be drawn for a research study (Nguyen et al. 2023). This population is the main focus of a research inquiry, and its definition is crucial for the validity and applicability of the research findings. The population targeted was 20 private and public secondary schools in Mogadishu. The study also incorporated 50 teachers, 25 students and 25 parents whose students' study in the 20 private and public secondary schools in Mogadishu.

2.4 Sampling Design

A census technique of sampling was used because the research population was tiny, and all 20 private and public schools in Mogadishu were considered. To help obtain primary data from study participants, the researcher employed semi-structured research questionnaires with inquiries that are both closed-ended and open-ended. Due to their lower cost and wider audience reach when compared to interviews, questionnaires were the method of choice for research.

2.5 Document Analysis Checklist

In order to identify any logical flow or evolution of ideas, the researcher examined the design and structure of the data gathering tool, starting with the introduction and question types. In addition, the researcher looked

over the document's language and style, considering the effectiveness, coherence, and clarity of the research tool. Along with identifying any underlying preconceptions, prejudices, or viewpoints in the text, the researcher also thought about how these things would affect the study's conclusions.

2.6 Data Collection Instrument

To help obtain primary data from study participants, the researcher employed semi-structured research questionnaires with both open-ended and closed-ended questions. Due to their lower cost and wider audience reach when compared to interviews, questionnaires were the method of choice for research. Additionally, questionnaires reduced interviewers' prejudice. Both open-ended and closed-ended questions were included in the surveys. The questionnaire was divided into two parts: There were structured questions on the profiles in the first phase and bio data for the respondents whereas section B contained questions on parental involvement and academic success of secondary school children in Mogadishu.

2.7 Pilot Study

This study carried out a preliminary investigation to evaluate the reliability of the research tool. For the pilot phase, a tenth of the total sample size was selected, and these participants will not be included in the main study group. According to Mugenda and Mugenda (2013), involving at least 10% of the total study population in the pilot study is adequate for ensuring the reliability of the instrument.

Test of Research Instrument Validity

Kothari (2018) defines the validity of an instrument as its ability to satisfy the requirements of the study by accurately measuring what it is intended to measure. To ensure satisfactory content validity, the expert judgment method proved to be effective. This method involved presenting the research instrument to supervisors for critical evaluation. They reviewed the questionnaires to ensure the questions were appropriate and provided feedback to the researcher. Content validity was assessed by experts who examined whether the items in a questionnaire or measurement tool were relevant and representative of the component being assessed. The Content Validity Index (CVI), which can range from 0 to 1, with 1.0 or 100% being the maximum possible score, was utilized to quantify content validity. A CVI of 1.0 indicates unanimous expert agreement based on the items' representativeness and relevancy, ensuring the instrument comprehensively covers the construct of interest. The Item-Level Content Validity Index (I-CVI) was calculated based on the percentage of specialists who thought each item was representative or pertinent, providing a precise measure of content validity for individual items.

$$CVI = \frac{\text{Number of Expert Rating the item as relevant}}{\text{Total Number of Experts}}$$

Test for the Research Instrument's Reliability

According to Snyder (2019), reliability can be defined as the degree to which a research tool produces consistent, dependable results after several tries. It's crucial to stress that a test-retest methodology will be used in this instance to evaluate the dependability of the research instruments and components. The ability to compare outcomes over time to assess stability or consistency in the operation of the research tool makes this method the recommended choice. This method has the advantage of confirming whether the answers are appropriate for the goals of the study. Effective dependability is indicated by a reliability coefficient of 0.7 or above, which is deemed acceptable. For each research objective, the reliability of the items was evaluated using the reliability index, providing a quantitative measure of the trustworthiness and accuracy of the data produced by the research instrument.

Table 1Validity index

Questions	Content Validity Index	Construct Validity Index
Part 1	1.00	>0.70
Part 2	1.00	>0.70

2.8 Data Collection Procedures

The researcher conducted the interviews with the respondents. The researcher outlined the main points of the research study's justification and the significance of data collection. All of the responders were given high confidentiality assurances by the researcher. The respondents were informed by the researcher of the date on which data collection would begin. Google Sheets was utilized to collect data, which was then distributed to the participants.

2.9 Data Analysis Techniques

The study used primary data that was gathered through Google Forms-presented Likert scale questionnaires. Prior to analysis, the survey's quantitative data was coded and displayed in Excel. Additionally, version 27 of the Statistical Packages for Social Sciences was used to analyze the data. To analyze the qualitative data, content analysis was used. The creation of the study's conclusions was facilitated by this methodology. The results of the investigation were presented in descriptive and inferential statistics tables.

3.0 SUMMARY OF FINDINGS

3.1 Rate of Responses and Bio-Data

Rate of responses

Out of the 100 surveys that the researcher delivered, 95 were returned once they had been completed. A 95% response rate was displayed. The highest percentage of response rate was thought to be enough for drawing study conclusions.

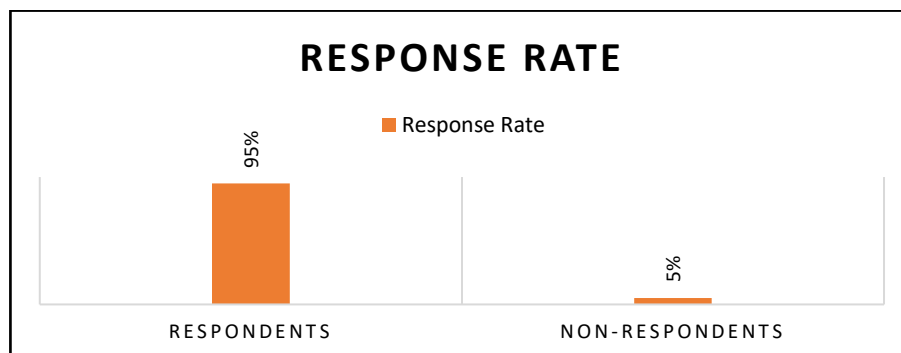


Figure 2: Response rate

Demographic Characteristics of Respondents

Respondents' gender

Out of all responses, 64% of respondents were male and 36% of respondents were female. This demonstrates that there was no gender bias in the poll because it considered all genders.

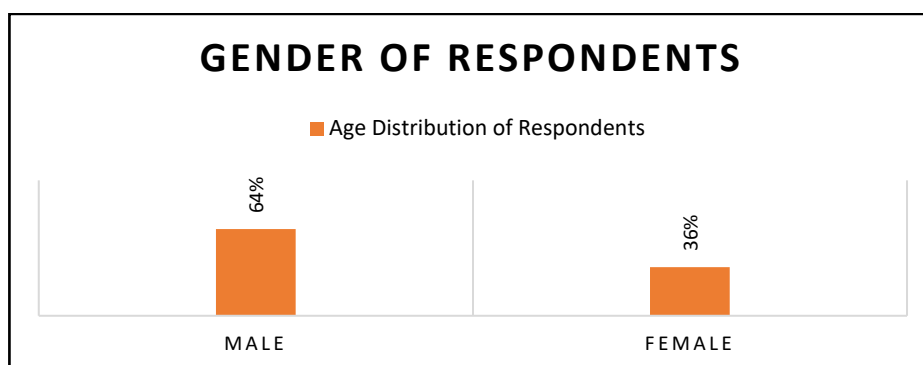


Figure 3: Gender of Respondents

Education Level Respondents

The majority of respondents, constituting 53% of the total, had attained Bachelor's Degree as their highest level of education. Postgraduate Diploma and Diploma education holders accounted for 26% of the respondents, while those students with secondary education level were indicated by 21% of the total respondents as shown in the figure below.

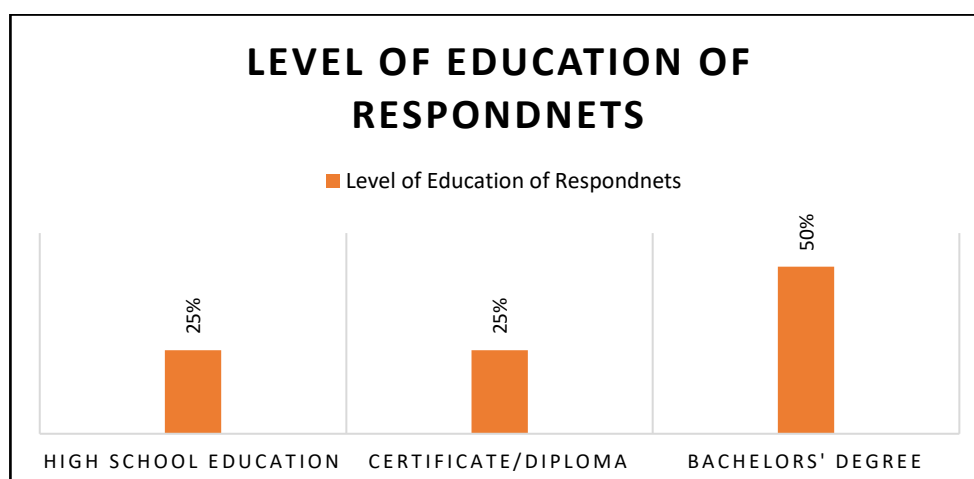


Figure 4: Respondents' Educational Level

3.2 Descriptive Statistics

The research findings revealed that parental involvement in decision-making processes within schools significantly influences students' performance in both public and private secondary schools in Mogadishu, Somalia (Mean = 1.75, Std = 1.86). Furthermore, the study demonstrated that parents actively engage as advocates in school management, resulting in enhanced academic achievement among Mogadishu secondary school learners as indicated by a noteworthy mean value of 1.57.

Regarding parental visitation to schools, the research findings indicate that a significant number of parents do not engage in discussions about their children's academic progress at school. During interviews, it emerged that some parents rarely review their children's exercise books, often due to their limited proficiency in the English language, which is utilized in the secondary school curriculum. Furthermore, concerns were raised about certain parents' lack of cooperation with schools in addressing educational matters concerning their children, which ultimately contributes to poor academic performance as shown by a noteworthy mean value of 1.24.

It was discovered that the limited income of parents/guardians affects the degree of parental involvement in their children's academic performance.

The limited income rendered them unable to suitably meet their kids' needs at home and at school, as seen by a considerable mean value of 1.72. This insight emerged from observations and interviews conducted with some Principals and Teachers. Additionally, the low income within families compelled certain students to engage in income-generating activities to support their families and meet their basic needs, consequently impacting their academic achievement. Conversely, families with higher incomes perceived the payment of school fees and other contributions as affordable, which positively influenced the way their kids perform in school. The study concluded that parental participation in the supply of instructional materials improves children's academic achievement in secondary schools in Mogadishu, Somalia.

The majority of responses indicated that parental visitation to school significantly influences students' academic performance. However, concerns were raised about certain parents' lack of cooperation with schools in addressing educational matters concerning their children, leading to poor performance. The research findings also highlight that a significant number of parents do not review their children's exercise books due to their limited proficiency in the English language, which is used in the secondary school curriculum. Additionally, it was noted that while many parents emphasized the importance of education to their children, they did not actively visit the schools. Furthermore, some parents reported having insufficient time to engage in discussions with their children regarding their studies.

3.3. Inferential Statistics

Table 2: Summary of Regression Model

Model Summary				
Model	R Value	R Square	R Square Adjusted	Estimate Error
1	0.504 ^a	0.814	0.329	0.51207
Note: a. Predictors: (Constant), Students Academic Performance				

The regression model yielded a R square value of 0.814, which indicates that 81% of the variation in secondary school students' academic achievement can be attributed to this model. Other factors that were not examined in this model account for the remaining 19%. However, as seen in the above table, the correlation was found to have a total correlation coefficient (R) of 0.504.

Table 3: ANOVA

ANALYSIS OF VARIANCE					
Model 1	Sum of squares	Df	Value	Average Square	F
Regression	16.15	8	5.26	113.71	0.000 ^b
Residual	35.78	60	.05		
Total	54.11	68			

a. Dependent Variable: Parental involvement

b. Predictor: (constant) Students' Academic performance

A p-value of 0.000, which is less than the typical significance threshold of 0.05, indicates that the significance level was noticeably high. As can be seen from the ANOVA table above, the model's overall significance was found to be 0.000, confirming its high level of significance when compared to the conventional threshold of 0.05. As a result, the study concludes that there is a strong statistical relationship between parental participation and students' academic achievement in Mogadishu, Somalia, secondary schools.

3.4 Discussion of Findings

This study looked into the connection between kids' academic achievement in Mogadishu's secondary schools and parental involvement. The first specific objective was to determine the effect of parental involvement on academic performance of secondary school students in Mogadishu, Somalia. Examining the connection between parental participation and academic achievement among Mogadishu, Somalia, secondary school pupils was the second hypothesis. The findings showed a correlation ($r = 0.814$) between parental participation and secondary school pupils' academic achievement in Mogadishu, Somalia. This correlation was statistically significant and it can be concluded that the academic achievement of secondary school students in Mogadishu was impacted by parental participation.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The researcher concludes that parental involvement in education enables parents to actively observe school and classroom activities, collaborate with instructors to plan activities that promote appropriate conduct, and make sure that assignments are completed, all of which contribute to better grades in secondary public schools. Additionally, it is reasonable to infer that students with involved parents experience fewer behavioural issues, attaining superior academic results and have a higher probability of finishing high school in comparison to pupils whose parents show less interest in their education. Therefore, the level of parental involvement in school life is strongly correlated with academic success among secondary school students in Mogadishu, Somalia. Furthermore, the study reveals that teachers tend to provide greater attention to students with highly involved parents, enabling them to identify and address potential learning obstacles at earlier stages. Moreover, parents who actively participate in school activities, meetings, and academic events foster a focused academic environment and are better equipped to identify and address challenges their children may encounter in their academic journey. Consequently, such parental involvement facilitates effective collaboration between parents and teachers in addressing academic challenges within the school setting.

4.2 Recommendations

Recommendations from the study

Based on the study findings, the study recommends that it is essential for parents to actively engage in their children's school affairs, which includes attending meetings at least once per term, particularly when receiving report forms, as well as consistently monitoring their academic performance and providing counseling support. Efforts should be made to enhance parental literacy through training, seminars, and adult education programs, thereby empowering them to better support their children's education. Furthermore, it is recommended by the study that students whose parents possess unique characteristics should be identified, guided, and counseled, with special consideration extended to them by various societal entities, including schools and churches. Strengthening the relationship between parents and teachers is crucial, and this can be achieved through regular communication and parents' proactive involvement in school activities, irrespective of formal invitations.

Suggestion for More Research

In this study, secondary school students in Mogadishu, Somalia, had their academic achievement and parental participation measured. Future studies, however, ought to look into the specific tasks that parents must take in order to improve secondary school students' performance in Mogadishu. Besides, the future scholars should focus on the impact of parental participation on students' academic achievement in both pre-schools and primary schools in Mogadishu and beyond. In this manner, it would be easy to have a comparative study outcome on the parental roles and achievement of academic performance among the learners.

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