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## **THE ROLE OF PARENTAL INVOLVEMENT IN STUDENT ACADEMIC ACHIEVEMENT: EMPIRICAL STUDY FROM SECONDARY SCHOOLS IN MOGADISHU-SOMALIA**

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### **ABSTRACT**

*Parental involvement in schools is well documented. Over 30 years of research shows that one of the most effective ways to increase student achievement is for parents to be actively involved in the education of their children. When parents are involved, students tend to achieve more, regardless of socio-economic status, ethnic/racial background or parents' educational level. Given the research, it is advisable for education systems to promote and support parental and family involvement and invest in activities and strategies that foster parent and school collaboration.*

*The study was about Parental involvement and Academic achievement in some selected secondary schools in Mogadishu, Somalia. The study had three main objectives. 1) To investigate the role of parental assistance on student academic achievement. 2) To examine the*

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*effect of parental monitoring on student academic achievement. 3) To identify the relationship between parental participation on going activities and student academic achievement. This study was conducted through survey study method to examine role of parents on student academic achievement from some secondary schools in Mogadishu-Somalia. The study utilized descriptive, correlation and regression analyze to answer the research objectives and to test the research hypothesis. The researchers collected the information from 70 teachers. It is found that there is positive relationship between Parental involvement and Academic achievement. Thus parental involvement leads high level of academic achievement; in other words academic achievement has positive parental involvement. More over the outcome of the research will be helpful to academician practitioners, researchers, planners and policy makers who are involved in concerned area.*

**Key words:** Parental involvement, assistance, monitoring, participation, academic achievement

## **INTRODUCTION**

In 2016 Somalia has experienced a number of emergencies. In addition to the protracted IDP crisis, severe drought, floods, and internal conflicts have occurred. These emergencies have put extra pressure on the government and partners to provide protection and basic services to citizens including education services which are already extremely constrained. The primary barriers to education are the lack of safe spaces for learning (security), insufficient teachers (both qualified and unqualified), limited oversight and outreach by Ministry of Education (MOE) among others. The Ministry of Education has very limited control over education services in Somalia, specifically in Central South Somalia. At the moment there is not yet a harmonized curriculum, there are no government supported teacher training institutes in Central South Somalia and only a very limited government supported teaching force. This means that there are a wide variety of actors (civil society and private institutions) offering education which is outside of the jurisdiction and control of the government.(Somali Education Cluster Annual Report, 2016)

Education is essential for the development of society. The more educated the people of a society are, the more civilized and well disciplined the society might be. Mainly, family has responsibility to socialize children for making them productive members of society. The more the parents involve in the process of imparting education to their children, the more the children

might excel in their academic career and to become the productive and responsible members of society. It has been assumed that academic achievement of students may not only depend on the quality of schools and the teachers, rather the extent of parental involvement has vital role to play in academic achievement of their kids. The focus of this study is to examine a relationship (if any) between the extent of parental involvement in academic activities of their children and the level of their children's academic achievement. The transition from middle school to secondary school may be an overwhelming and stressful experience for young adolescents. Developmentally, students are entering a period in their lives when their physical, cognitive, psychological, and social characteristics are beginning to evolve. Secondary school students experience both a contextual change and a personal change during this transition. It may often a confusing time for students, their families, and the other adults in their lives who seek to support their healthy development and learning. The secondary school learning environment may be more complex than elementary school and academic achievement expectations increase.(Muhammad, Rafiq, Sohail, & Saleem, 2013)

Parents' involvement in children's education can be seen as the act of engaging parents in instructional matters, predominantly in the home and also in the school. Rockwell, Andre and Hawley (2008) opined that parental involvement is the practice of any activity that empowers parents and family to participate in the educational process at home, at school and/or in any other program settings. Generally, parent involvement in children's education includes several forms of participation in education and with the schools. Parents can support their children's schooling by attending school functions and responding to school obligations such as Parent- Teacher Association/Conferences. They can become more involved in helping their children improve their schoolwork by providing encouragement, arranging for appropriate study time and space, modeling desired behavior (such as reading for pleasure), monitoring homework and actively tutoring their children at home.(Fajoju, Aluede, & Ojugo, 2016)

The term 'parental involvement' is usually equated with parents' involvement in school and their support of their children's education (Waterman, 2008). This could refer to supervising their children's homework and attending school meetings. Parental involvement refers to the degree of participation that parents have in their children's educational trajectory. This includes what

parents may expect of their children and how parents can become involved in their children's learning and educational activities (Ji & Koblinsky 2009).

The concept and definition of parental involvement used in research is often not unambiguous, which leads to the conclusion that in studying the phenomenon of parental involvement many other factors and the relation between these factors should be taken into account (Patall, Cooper & Robinson, 2008). In Dutch research on the topic of parents and schools, a clear distinction is made between parental involvement and parental participation. Smit et al. (2007) define both concepts as follows: parental involvement is the involvement of parents in the upbringing and education of their own child both at home and at school and parental participation can be defined as the active contribution of parents in school activities. Parental participation can be divided into: a. institutionalized forms (e.g. participating in a parent council or in school governance) and b. non-institutionalized forms by which parents assist teachers in day to day activities like accompanying children on school trips, cleaning toys or helping in the school library (Karsten, Ledoux. & Sligte, 2006).

Although parental involvement seems to have a more positive effect on children's development than parental participation (Desforges & Abouchar, 2003), both forms seem to be closely related. Parents which show active forms of parental involvement are usually also more active in the field of parental participation (McWayne et al., 2004) and tend to be more involved in activities in the community (Morrison Gutman & McLoyd, 2000)

Parental involvement in children's learning does not only affect learning outcomes but also influences learning motivation, attention, task persistence, receptive vocabulary skills, and conduct problems in the classroom. Besides direct parent involvement in the home situation and at school there is another factor that should be considered in this context: parents' strong belief and high expectations of their children's success in school. Parents socialize children in a way that promotes internalization of social and educational goals. By engaging in educational activities with their children at home (homework, reading, modeling) parents communicate their expectations for achievement. This 'efficacy' factor brings the school curriculum goals within the situation at home.(Menheere & Hooge, 2012)

In the relation between parents' involvement and school achievement, research provides evidence of the later factor influencing the first: low school achievement leads to more explicit parental involvement. In other words: higher contact rates between parents and teachers occur when there are problems with children's school results (Todd & Higgins, 1998). On the other hand Morrison Gutman & McLoyd (2000) found that parents of successful achieving children show more interest and seek more contact with teachers and schools than parents of low achievers.(Menheere & Hooge, 2012)

Academic achievement is the outcome of education or the extent to which a student, teacher or institution has achieved their educational goals. Furthermore, some authors define academic achievement as the level of schooling you have successfully completed and the ability to attain success in your studies; while others refer academic achievement to a student's success in meeting short- or long-term goals in education.

In the field of theoretical frameworks for parental involvement Epstein's (2001) typology for different levels of parental involvement is widely recognized. Epstein (2001) identified six types of parental involvement in children's education: parenting, communicating, volunteering, learning at home, decision making and advocacy and collaborating with the community. Epstein's typology is in her early work generally based upon separate roles for parents and teachers in children's education, both at home and in the school (Fan & Chen, 2001).

According to Lunenberg and Irby (2002), researchers have developed models in an effort to reinforce parental involvement. One of these models is Gordon's Systems Approach, an approach that focuses on the role that parents play with regards to their interaction with schools. These roles are divided into categories which include the parents' role in teaching their children. Here the parent can take on two roles, namely the parent as a decision maker and the parent as a volunteer to assist in a classroom situation.

## **LITERATURE REVIEW**

This study examined the impact of parental background on the academic achievement of secondary school students in Obio/Akpor Local Government Area of Rivers State. The population consisted of 4,752 respondents. A sample size of 1,426 senior secondary school (SSS)

2 and 3 students was randomly selected. A structured questionnaire titled: Students Parental Background Variable Inventory (SPBVI) was used to collect data from respondents. Four research questions and four hypotheses were adopted and tested for the study. To determine the extent of significant relationship that existed between the independent and dependent variables at 0.05 alpha levels, Pearson Product Moment Correlation ( $r$ ) was employed to analyze the data and reliability of the instrument. The result showed positive relationship between parent socio-economic status, educational status, parents' level of income, family size and students' academic achievement. Based on this finding, it was recommended that parents' should improve on their level of socio-economic status and endeavor to control their family size among others. Students should not allow their parents' position to negatively influence their academic pursuits.(Kapinga, 2014)

This study investigated the relationship between parental involvement in children's education and the academic achievement of primary six pupils in Edo State, Nigeria. The ex- post facto research design was employed in this study. The sample consisted of 1895 primary six pupils (1024 males and 863 females drawn from 37,908 primary six pupils in Edo State, Nigeria. An instrument labeled (PIRS) was used to collect data from the sample. Data analysis indicated that parental involvement significantly influenced pupils' academic achievements in three core subjects, English Language, Mathematics and Integrated Science, in primary school and that the higher the parental involvement, the higher the achievement of pupils in the three core subjects. Based on these findings, it was recommended that parents be more involved in the education of their children/ wards and those parents monitor their children's school attendance. In addition, school counselors and educational psychologists should employ diverse approaches to achieve greater parental involvement in their schools.(Fajoju et al., 2016)

The present study compares the relations of family SES and parents' educational expectations during early adolescence with students' self-concept of ability and academic achievement in mathematics and language in two western countries, Switzerland and USA Participants were drawn from two US longitudinal samples, The Michigan Study of Adolescent Life Transitions (1983) and the Childhood and Beyond study (1990) and a representative sample of Swiss sixth graders (2002). Results from a series of structural equation models indicate a high predictability and stability across nations indicating the broad usefulness of the model for understanding the

role of parents' expectations on student's self-concepts and achievement.(Neuenschwander, Vida, Garrett, & Eccles, 2007)

In this article we provide the results of a review study on parental involvement in children's education with a focus on the specific position of illiterate parents. Research results indicate that parental involvement in children's education matters. It matters for their achievement, motivation and well-being at school. Over the last decade, parents and teachers are supposed to collaborate more and more as partners in education. To establish these partnerships, the primacy is placed on teachers and schools as they are the professional partners. The results of our review study reveal different good practices to enhance parental involvement: from parent and teacher training programs to reorganization of the school structure and family interventions. When illiterate parents want to be involved in their children's education, they are faced with many difficulties. Remarkably, the research findings on the involvement of illiterate parents appeared to be limited, in contrast with the results of our literature search on the topic of parental involvement in children's education in general, which was very extensive. However, we have found some good practices to foster the involvement of illiterate parents in their children's education.(Menheere & Hooge, 2012)

This paper is a quantitative synthesis of research into parental involvement and academic achievement through a meta-analysis of 37 studies in kindergarten, primary and secondary schools carried out between 2000 and 2013. Effect size estimations were obtained by transforming Fisher's correlation coefficient. An analysis has also been conducted of the heterogeneity of the magnitudes grouped according to different moderator variables, and a study of the publication bias affecting meta-analytical studies. The results show that the parental models most linked to high achievement are those focusing on general supervision of the children's learning activities. The strongest associations are found when the families have high academic expectations for their children, develop and maintain communication with them about school activities, and help them to develop reading habits.(Castro et al., 2015)

The impact of parental involvement on student academic achievement has been recognized by teachers, administrators, and policy-makers who consider parental involvement to be one of the integral parts of new educational reforms and initiatives. This study synthesized the results of

nine meta-analyses that examined this impact and it identified generalizable findings across these studies. The results indicated that the relationship between parental involvement and academic achievement was positive, regardless of a definition of parental involvement or measure of achievement. Furthermore, the findings revealed that this relationship was strongest if parental involvement was defined as parental expectations for academic achievement of their children. However, the impact of parental involvement on student academic achievement was weakest if parental involvement was defined as homework assistance. Finally, the relationship between parental involvement and academic achievement was found to be consistent across different grade levels and ethnic groups. However, the strength of that relationship varied based on the type of assessment used to measure student achievement.(Wilder, 2014)

Introduction: Several factors affect the academic performance of college students and parenting style is one significant factor. The current study has been done with the purpose of investigating the relationship between parenting styles, academic achievement and career path of students at Shiraz University of Medical Sciences. This is a correlation study carried out at Shiraz University of Medical Sciences. Among 1600 students, 310 students were selected randomly as the sample. Baum rind's Parenting Style and Minima's Career Path questionnaires were used and the obtained scores were correlated with the students' transcripts. To study the relation between variables Pearson correlation coefficient was used. There was a significant relationship between authoritarian parenting style and educational success ( $p=0.03$ ). Also findings showed a significant relationship between firm parenting style and Career Path of the students, authoritarian parenting style and Career Path of the students, educational success and Career Path of the students ( $p=0.001$ ). Parents have an important role in identifying children's talent and guiding them. Mutual understanding and close relationship between parents and children are recommended. Therefore, it is recommended that the methods of correct interaction of parents and children be more valued and parents familiarize their children with roles of businesses in society and the need for employment in legitimate businesses and this important affair should be more emphasized through mass media and family training classes.(Zahra Zahed Zahedani, Rita Rezaee, Zahra Yazdani, 2016)

Previous research shows inconsistent relationships between parent involvement and academic achievement and often asks why such inconsistencies occur. The research proposes a theoretical



model that separates parent involvement into those practices linking parents to children and those practices linking parents to other adults in the school environment. The researcher hypothesizes that parent-child (i.e. discussion and monitoring) and parent-school (i.e. educational support strategies and Parent Teacher Organization involvement) practices will differentially affect student attitudes (educational expectations), behaviors (absenteeism, homework, truancy), and achievement (math and science). Using a national survey conducted in the United States of schools and students, the National Education Longitudinal Study (NELS:88), The research estimates a series of hierarchical models to test the direct and indirect effects of parent involvement on student attitudinal, behavioral and academic outcomes. Findings confirm that parent-child and parent-school involvement practices differentially influence student attitudes and behaviors, thereby indirectly affecting student achievement – to varying degrees.(Mcneal, 2014)

This study investigated the nature and strength of the relationship between parental involvement and student academic achievement, the relationship between parental involvement and active engagement of students and the extent to which parental involvement predicted Student Proximal Academic Outcomes as measured by active engagement of students. Parental involvement and student proximal academic outcomes were measured by Hoover-Dempsey and Sandler's model (1995, 1997, and 2005) and student academic achievement was measured using a standardized test, Barbados Secondary School Entrance Examination (B.S.S.E.E.). The sample was a cohort of 160 1st form students. The results indicated that there was no relationship between parental involvement and student academic achievement; however, there were significant positive relationships between parental involvement and student proximal academic outcomes.(Marshall, Browne, & Fongkong-mungal, 2014)

The mother's personality is a build-up of demographic factors among which employment; marital status and educational level are prominent in shaping child's abilities and aspirations. This study therefore, determines the influence of mothers' employment, marital status and educational level on students' academic achievement in Business studies. Ex-post facto survey design and stratified random sampling technique were adopted for the study. Structured Questionnaire (MEMSEL Scale,  $r = .76$ ) and Business Studies Achievement Test ( $r = .80$ ) with a section for demographic data were administered on a sample of Two Hundred and Fifty students

from five (5) schools in Ijebu-Ode, Nigeria. Multiple regression statistics was used for data analysis at 0.05 level of significance. The findings revealed that there was a significant but negative relationship between mothers' marital status and academic achievement of student's ( $r = -.195$ ;  $p < .05$ ) and employment and educational level ( $r = -.228$ ;  $p < .05$ ). Moreover, no significant relationship existed between academic achievement of students' and mothers' employment ( $r = -.007$ ;  $p > .05$ ); academic achievement and educational level ( $r = .091$ ;  $p > .05$ ); employment status and marital status ( $r = -.033$ ;  $p > .05$ ) and marital status and educational level ( $r = .079$ ;  $p > .05$ ). However there was a significant combined contribution on the independent variables on students' academic achievement in Business Studies (Adj.  $R = .037$ ;  $F(3,237) = 4.111$ ;  $P < .05$ ). Thus, it was recommended that parents should provide positive home environments for their children, while school operators should respond favorably and focus attention on the children's needs. (Abosede & Akintola, 2016)

Several factors affect the academic performance of college students and parenting style is one significant factor. The current study has been done with the purpose of investigating the relationship between parenting styles, academic achievement and career path of students at Shiraz University of Medical Sciences. Among 1600 students, 310 students were selected randomly as the sample. Baumrind's Parenting Style and Moqimi's Career Path questionnaires were used and the obtained scores were correlated with the students' transcripts. To study the relation between variables Pearson correlation coefficient was used. Results: There was a significant relationship between authoritarian parenting style and educational success ( $p = 0.03$ ). Also findings showed a significant relationship between firm parenting style and Career Path of the students, authoritarian parenting style and Career Path of the students, educational success and Career Path of the students ( $p = 0.001$ ). Parents have an important role in identifying children's talent and guiding them. Mutual understanding and close relationship between parents and children are recommended. Therefore, it is recommended that the methods of correct interaction of parents and children be more valued and parents familiarize their children with roles of businesses in society and the need for employment in legitimate businesses and this important affair should be more emphasized through mass media and family training classes. (Zahra Zahed Zahedani, Rita Rezaee, Zahra Yazdani, 2016)

This paper extracts data from a cross-sectional survey involving 2,669 grade six students attending public and private primary schools serving households located in Iganga–Mayuge health and demographic surveillance system in rural Eastern Uganda. The paper adopts two of the six types of parental involvement detailed in the Epstein parental involvement framework. This paper hypothesises that parental participation through parenting and communication types of involvement will give children an advantage towards academic achievement. Using a regression model and controlling for individual, school and household covariates, the results indicate that a unit increase in parental participation through parenting and communication types of involvement significantly increases students' numeracy scores by 6 and 15 percentage points, respectively. Similarly, a unit increase in parental participation through parenting and communication types of involvement significantly increases students' literacy scores, by 6 and 12 percentage points, respectively. This implies that parental participation plays a pivotal role in motivating children to improve their academic grades. For students to reap maximum benefits in an education system, the learning should not be solely left to the student–teacher relationship but should be extended to include active parental involvement among other education stakeholders.(Mahuro & Hungi, 2016)

The significance of parental involvement, commitment and active participation in children's education has been documented extensively in recent years across the globe specifically in Europe and the United States. However, it was noted through literature review that currently this is a sparsely researched area for South East Asia. Therefore, the researcher selected this topic to explore the impact of involvement of parents in schools on the educational development of the children. This research study has been conducted to examine the impact of parent or family involvement in the learning outcomes of their children in multiple directions. The research was conducted in five towns of Karachi city. The academic performances of 20 secondary school students from each of the 5 towns, of boys and girls from public and private sectors, were recorded. Schools from each of the five towns were selected through simple random sampling. Two parents and two teachers from each school were interviewed through structured and unstructured questionnaire using survey method as a tool for data collection.(Turner, 2012)

The present research aims to explore the effect of parental involvement in the academic achievement of their children. The research was conducted in Allama Iqbal Town, Lahore city. A

total of 150 students (boys and girls) of 9th class of secondary schools (public and private) were taken as respondents. Four schools were selected through simple random sampling which include one boy and one girl from each of the public and private schools categories for equal representation of both boy and girl students in the sample frame of present study. Survey questionnaire was used as a tool for data collection. After the analysis of data, it was found that parental involvement has significance effect in better academic performance of their children. The present research has proved proved that parental involvement enhanced the academic achievements of their children.(Muhammad et al., 2013)

Previous research shows inconsistent relationships between parent involvement and academic achievement and often asks why such inconsistencies occur. The research proposes a theoretical model that separates parent involvement into those practices linking parents to children and those practices linking parents to other adults in the school environment. The researcher hypothesizes that parent-child (i.e. discussion and monitoring) and parent-school (i.e. educational support strategies and Parent Teacher Organization involvement) practices will differentially affect student attitudes (educational expectations), behaviors (absenteeism, homework, truancy), and achievement (math and science). Using a national survey conducted in the United States of schools and students, the National Education Longitudinal Study (NELS:88), The research estimates a series of hierarchical models to test the direct and indirect effects of parent involvement on student attitudinal, behavioral and academic outcomes. Findings confirm that parent-child and parent-school involvement practices differentially influence student attitudes and behaviors, thereby indirectly affecting student achievement – to varying degrees.(Mcneal, 2014)

This study was set to investigate the effects of parents' involvement in their children's academic achievement in twenty one public secondary schools in Kieni West Sub-County in Nyeri County-Kenya. The objectives of the study were to: (i) Investigate the nature of parents' involvement in their children's academic achievement; (ii) Establish to what extent factors influencing parental involvement contribute to their children's academic achievement; (iii) Investigate teachers' views about parents' involvement in the learners' academic achievement. The research study employed both qualitative and quantitative techniques in collecting and analyzing data. The study purposively sampled form three students. The study

used two sets of instruments namely: questionnaire for teachers and students and a structured interview schedule for parents. The findings of the study indicated that 84.7% of the parents interviewed participated in school events and activities while 71.6% monitored homework. Parents' responses indicated that 92% believed that their involvement is beneficial to the teachers in aiding in their children's education progress. In addition 98.2% felt that organized parental involvement programmes can improve their relationship with their children. Major recommendations included among others identifying the type of parental involvement in place, parent's awareness programmes through seminars and workshops and holding teacher parents conferences. Areas of further research were identified.(Tarsilla & Lydiah, 2014)

The present research aims to explore the effect of parental involvement in the academic achievement of their children. The research was conducted in Allama Iqbal Town, Lahore city. A total of 150 students (boys and girls) of 9th class of secondary schools (public and private) were taken as respondents. Four schools were selected through simple random sampling which include one boy and one girl from each of the public and private schools categories for equal representation of both boy and girl students in the sample frame of present study. Survey questionnaire was used as a tool for data collection. After the analysis of data, it was found that parental involvement has significance effect in better academic performance of their children. The present research has proved that parental involvement enhanced the academic achievements of their children.(Muhammad et al., 2013)

Parents play a significant role for higher need, achievement of their children. The entire treatment may have many individual traits. But their contents and directions are the same to give involvement to the child. It may be in the form of approvals or it may be in the form of asking the child to modify his/her behavior. In case, it creates avoidance behavior in the child that discouragement. Parental involvement is of great significance in developing psychological as well as academic behavior of the child. Present day society is based on competition in which everyone has the tendency to perform as perfectly as possible. So here involvement and support of parents make him her more confident and optimistic. A significant relationship exists between academic achievement of students and parental involvement of parents in Private as well as Government Schools. But the relationship of parental involvement and academic achievement of Private area is much better than Government Schools. The parental involvement of Private is

better than Government Schools and similarly academic achievement of Private area is better than Government Schools. Private parents provide high parental involvement to their children because they provide better facilities for their children's education and further development and also pay more attention towards the study of their children. It is due to the advancement of education in Private areas that the students achieve high in exams. Teachers and Schools play an important role in their academic achievement. On the other hand Government Schools parents provide low parental involvement because of lack of resources, interests, knowledge and their orthodox attitudes and its result is that their children show lower academic achievement of students. Private Schools upbringing of children also has significant effect on academic achievement of children.(Parkash & Rani, 2016)

The aim of this study was to investigate the effect of parents' and peer attachment on academic achievement of late adolescent nursing students and compare this effect among Saudi and Egyptian students. In spite of that the total sample were taken from Arab countries, each sample differ in many ways mainly the conservative culture and economic status that was reflected in parent and peer attachment among both countries which foster the researcher to compare it. Comparative study design was used for this study should be added here after the methods. Setting: This study was conducted in the Faculty of Nursing- University of Dammam-KSA and Faculty of Nursing-Assuit University-Egypt. Subject: A total subject of 492 nursing students was enrolled in the study (which is representative of the nursing students from level 3 to level 8). Tool: Two tools were used for this study. Tool I: demographic data of the students & GPA. Tool II: Attachment inventory scale The IPPA consists of 25 items for the mother, 25 items for the father, and 25 items for the peers. A comparative study design was used and a self-report questionnaire with a five point Likert scale response was filled by the study subject. Attachment of Egyptian students to their peers was significantly higher than Saudi students. A significant subscales of attachment between Saudi and Egyptian students were mother's alienation and peer alienation, high parent and high peer attachment group working more better on academic achievement, however the low parent and peer attachment group wasn't considered as the single predictor of poor academic performance. Parent's attachment in our study appears to have no effect on academic achievement of both countries. Peer attachment seemed to have a significant

effect on academic performance for Egyptian students and not for Saudi students(Gemeay, Ahmed, Ahmad, & Al-Mahmoud, 2015)

This study examines the parental involvement in the academic achievement of the children in Old Golimar, Karachi. The factors included in the study were parental involvement which is measured with; communicating of parents, decision making of parents, friendly behavior of parents, qualification of parents, parents' schools' association, parent child interaction, parent teachers' meetings, to understand the children, solving children problems, helping the children in school works and academic achievement which is measured with; response of children, potential of children, hesitation of children, outcome of children, academic performance, good marks, participation in activities, school work completion, good attendance, being active in class, understanding the lecture and over all factors of parental involvement in the academic performances of the children in Old Golimar, Karachi. After getting the list of total enrollments of schools then the researcher used Raosoft sample size calculator, and got the sample of 165 out of total population, which was 714. Proportionate stratified sampling technique was used and data collected through a structured questionnaire. The results and findings of the whole research show that there is a significant relationship between the parental involvement and the academic achievement of the children.(Yaseen, Zaman, & Rasheed, 2017)

This paper investigates student social capital in Norwegian secondary schools and its effects on student achievement. Using data from the national survey 'Young in Norway 2002', it explores the concept and measurement of social capital in the school context by applying factor analysis. The paper also tests an analytical model that links student home background, social capital at school and student academic achievement, using a structural modelling technique. Control variables in the analysis are student age, gender, school size and home community. Testing the analytical model with female and male student subgroup data takes gender perspectives into consideration. Finally, statistical results are presented and discussed, and implications for further research are provided. The study finds that student social capital, generated from student social relations with parents, teachers and peers, has a significant influence on student achievement.(Huang, 2009)

The aim of this study is to investigate the effect of provision of facilities for private reading and assistance with school work by parents on academic performance of their children. The study is based on a sample of randomly selected one hundred and forty Senior Secondary School Students of Abesan High School, Ipaja; Senior State High School, Mushin; Senior Secondary School, Ikeja; and Senior Secondary School Surulere; all in Lagos State, Nigeria. Two null hypotheses were generated and tested using descriptive measure in the treatment of the data; the scholastic achievement was ascertained with the help of report cards of students and other school records. The data revealed that students whose parents' provides them with facilities at home perform better than those whose parents do not. The impact of assistance with school work by some parents also shown in the positive academic performance of their children. Results therefore, showed that good quality of home environment as well as positive attitudes from the parents had significant correlation with high level of scholastic achievements.(Noah, Benson, & Samuel, 2015)

The paper tried to clarify factors influencing academic achievement of prospective teachers studying in different teacher education programs. The government has focused on the improvement in the quality of education especially after the quantitative expansion of enrolment rates at all levels of education. As one of criteria of the quality of education, prospective teachers' academic achievement was investigated in the paper, because academic achievement is most often cited as a institutional effectiveness indicator by administrators, teachers, students and their parents (Gaziel, 1996). The study was carried out on a sample of 200 students of 9 departments of Institute of Education and Research, University of the Punjab, Pakistan. The sample was randomly selected and 22 students of 4th semester from each department were taken. Cumulative Grade Point Average (CGPA) of students was also taken. Information was collected through questionnaire. The result of the research study showed that parental involvement, teacher teaching style, socioeconomic status, peer pressure, and motivation were effecting student's achievement.(Nasreen, 2013)

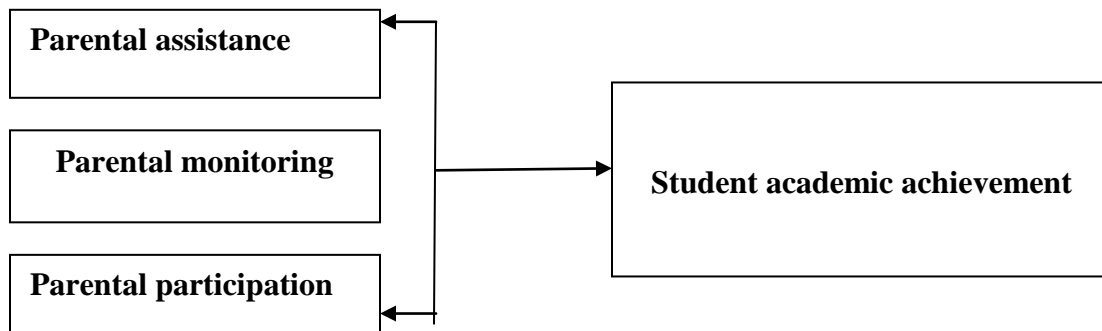
This paper addresses the intergeneration transmission of education and investigates the extent to which early school leaving (at age 16) may be due to variations in permanent income, parental education levels, and shocks to income at this age. Least squares estimation reveals conventional results - stronger effects of maternal education than paternal, and stronger effects on sons than



daughters. We find that the education effects remain significant even when household income is included. Moreover, decomposing the income when the child is 16 between a permanent component and shocks to income at age 16 only the latter is significant. It would appear that education is an important input even when we control for permanent income but that credit constraints at age 16 are also influential. However, when we use instrumental variable methods to simultaneously account for the endogeneity of parental education and paternal income, we find that the strong effects of parental education become insignificant and permanent income matters much more, while the effects of shocks to household income at 16 remain important. A similar pattern of results are reflected in the main measure of scholastic achievement at age 16. These findings have important implications for the design of policies aimed at encouraging pupils to remain in school longer (Kissam, 1990)

After reviewing the above literatures, the researchers generated the following hypothesis:

### CONCEPTUAL FRAMEWORK



1. There is positive relationship between parental assistance and student academic achievement
2. There is positive relationship between parental monitoring and student academic achievement
3. There is positive relationship between parental participation ongoing activities and student academic achievement

## METHODOLOGY

This study was conducted through survey study method to examine role of parents on student academic achievement from some secondary schools in Mogadishu-Somalia. The study utilized descriptive, correlation and regression analyze to answer the research objectives and to test the research hypothesis. The researchers collected the information from 70 teachers. These respondents were provided a questionnaire with four main construct which measuring parental assistance, parental monitoring, parental participation and academic achievement. The researchers' utilized Cronbach alpha to investigate the internal consistency of the questionnaires collected from the respondents. All variables of the study gained high inside reliability as shown in below table 1 this allows as to make further analysis and discussion.

**Table 1: Reliability test**

<b>Variables</b>	<b>Items</b>	<b>Cronbach Alpha</b>
Parental assistance	6	.814
Parental monitoring	5	.743
Parental participation	5	.858
Academic achievement	10	.787

## DATA ANALYSIS AND DISCUSSION

### DEMOGRAPHIC PROFILE

According to the gender respondents 94.3% were male while 5.7% was female. 54.3% of the respondent's age was between 18-25 years old, 32.9% was between 26-35 years, 12.9% was between 36-45 years. In terms of marital status of the respondents, 47.1% were married while 52.9% were single. In terms of educational background 4.3% of the respondents were master degree level. 65.7% of the respondents were bachelor degree level, 21.4% of the respondents were diploma level while 8.6% of the respondents were secondary level.

**Table 2: Demographic of the respondents**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>		
Male	66	94.3
Female	4	5.7
<b>Total</b>	<b>70</b>	<b>100.0</b>
<b>Age</b>		
18-25 years	38	54.3
26-35 years	23	32.9
36-45 Years	9	12.9
<b>Total</b>	<b>70</b>	<b>100.0</b>
<b>Marital status</b>		
Single	33	52.9
Married	37	47.1
<b>Total</b>	<b>70</b>	<b>100.0</b>
<b>Education Background of the respondents</b>		
Master level	3	4.3
Bachelor level	46	65.7
Diploma level	15	21.4
Secondary level	6	8.6
<b>Total</b>	<b>70</b>	<b>100.0</b>

### **CORRELATION ANALYZE BETWEEN THE TWO VARIABLES**

Table 3 above shows correlation among variables. The study had three main objectives. 1) To investigate the role of parental assistance on student academic achievement, the study found positive relationship between parental assistance and student academic achievement at ( $r=.603$  and  $p>0.01$ ). 2) To examine the effect of parental monitoring on student academic achievement at ( $r=.700$  and  $p>0.01$ ). 3) To identify the relationship between parental participation on going activities and student academic achievement.

**Table3:**

No	Variables	Mean	SD	1	2	3	4
1	Parental assistance	3.5452	.67323	1			
2	Parental monitoring	3.3257	.82228	.612	1		
3	Parental participation	3.3000	.71890	.455	.643	1	
4	Academic achievement	3.6700	.61910	.603	.700	.738	1

## REGRESSION ANALYSIS

This paper examined the role of parents on student academic achievement from some secondary schools in Mogadishu-Somalia. Three hypotheses were developed after reviewing the literature, to test the research hypotheses were employed the linear regression analysis. The researchers checked regression hypothesis before taking place to further analysis. The dependent variable which is academic achievement was normally distributed across all independent variables. **H1** confirmed that there is positive relationship between parental assistance and student academic achievement..**H2** supported, it shows there is significant positive relationship between parental monitoring and student academic achievement. **H3** accepted that there is significant positive relationship between parental participation on going activities and student academic achievement.

**Table 4: Regression Analysis**

Variables	Beta	t-value	Significant	Results
Parental assistance	.233	2.573	.012	H1 Accepted
Parental monitoring	.258	2.443	.017	H2 Accepted
Parental participation	.466	4.976	.000	H3 Accepted
R	.815			
R Square	.664			
Adjusted R Square	.649			

## **CONCLUSION**

The findings of the study indicated that parents are involved in their children's academic achievement namely: fees payment, monitoring homework and attending programmed school meetings. The study realized that even though parents were involved, the average performance wants which mean parents continued being involved but there was no Value Added Progress realized by the students. The study realized that inability to pay school fees in time could have contributed to reduced teacher student contact hours which affect performance of the children preventing achievement of quality grades. The impact that parents can have in their children's academic achievement transcends income levels and social status.

This section explains the conclusion of the research. Student academic achievement is greatly informed and more demanding. Assistance, monitoring and ongoing participation to academic achievement have become more important for secondary schools to succeed and this calls for the improvement of student academic achievement.

Given the consistent interaction between the dimensions of parental involvement, the findings suggested that parental assistance could aid student academic achievement and lead to increase school growth. Hence the result suggests parental assistance acts as a driver of academic achievement. Reacting to study second independent variable is parental monitoring may allow students for good a achievement which may characterize as being the dimension of parental involvement. Further, the third independent variable of this study is ongoing participation. In reference with the result and findings it is revealed that ongoing participation leads to academic achievement.

## **RECOMMENDATION**

There are no doubts about the significant role of parental involvement on academic achievement in all set ups. The following recommendation can be made based on the findings of the study. In order to promote academic achievement, parents ought to create open and friendly climate in which students can freely express and share their opinions and collaborations on important decisions. This will reduce stress and boost academic achievement and morale.

For parents, in order to function in the most effective way, it is recommended that parents must avail themselves to parental involvement like: assistance, monitoring and ongoing participation to increase achievement, motivation and enhance the personal competencies.

Therefore, parents hoping to enhance the level of academic achievement should consider the following:

- Parents should provide effective involvement to their students to succeed their study
- Parents should provide payment based system of their children to better succeed.
- Parents should assist their children for school activity to succeed their study
- Parents should monitor their children at school and home to increase academic achievement.
- Parents should participate school activities related academic achievement
- Teachers need to improve on modalities of sensitizing both parents on how to be involved in their children's academic performance and for the students to appreciate their parents' participation despite the challenges.
- There should be programmed teacher parent conferences where hope forums would have teachers reporting in areas that need to be addressed and parents giving feedback and areas that would require improvement both at individual and school level.

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