

**A STUDY OF PARENTS' AND TEACHERS' PERCEPTIONS  
OF PARENT INVOLVEMENT IN PRIMARY SCHOOLS IN  
MOGADISHU**

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## AUTHOR DECLARATION

I hereby declare that the work in this thesis is my own except for quotations and summaries which have been duly acknowledged.

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## ABSTRAK

Umum mengetahui, terutamanya pendidik, bahawa penglibatan ibubapa adalah antidot kepada permasalahan di sekolah. Juga, adalah diakui bahawa pihak pengurusan sekolah berperanan penting dalam menggalakkan penglibatan ibubapa di dalam pendidikan anak-anak. Kajian ini bertujuan untuk mengenal pasti pandangan ibu bapa dan guru mengenai amalan gabungan kerjasama sekolah untuk menggalakkan penglibatan ibu bapa di dalam pendidikan di sekolah rendah di Mogadishu-Somalia. Kajian ini juga bertujuan untuk mengenal pasti tahap penglibatan ibu bapa di sekolah-sekolah yang dipilih. Kaedah yang telah digunakan di dalam kajian ini adalah pendekatan kaedah-campuran (*mixed-method*); data dikumpulkan hasil tinjauan soal selidik dan temubual ke atas ibu bapa dan juga guru-guru sekolah di bawah kajian.. Saiz sampel adalah seramai 377 ibu bapa dan 214 guru. Kajian ini menggunakan dua instrumen yang telah dibangunkan oleh Epstein dan Salinas (1993) untuk menilai persepsi ibu bapa dan guru mengenai penglibatan ibu bapa. Selanjutnya, data kualitatif dikumpulkan melalui temubual dengan ibu bapa dan guru di sekolah. Untuk menganalisis data, kajian ini menggunakan beberapa teknik statistik termasuk statistik deskriptif seperti min, peratusan, dan frekuensi. Kajian ini juga menggunakan statistik inferens seperti ANOVA satu-hala dan regresi berganda hierarki. Hasil data kuantitatif ini akan menguatkan lagi dapatan kualitatif kajian ini. Keseluruhannya, hasil kajian mendapati ibubapa dan guru mempunyai persepsi positif yang sama terhadap amalan gabungan kerjasama ibubapa dan sekolah walaupun tahap kerjasama ibubapa dikenalpasti hanya sederhana. Selain itu, hasil kajian mendapati variasi dalam tahap kerjasama ibubapa adalah disebabkan ciri demografi ibubapa khususnya latar belakang pendidikan mereka. Variasi ini juga adalah disebabkan perbezaan tanggapan mereka tentang amalan sekolah dari segi pembelajaran, komunikasi, dan dalam mencapai keputusan sesuatu perkara di sekolah. Kajian ini penting kerana beberapa sebab. Pertama, kajian ini menyumbang kepada kajian sedia ada yang terhad di Somalia yang menyentuh isu kerjasama ibubapa di sekolah. Kedua, ia juga menawarkan maklumat kepada pendidik dan juga kepada ibu bapa yang akan membantu mereka memahami isu-isu yang berkaitan dengan penglibatan ibu bapa dalam pendidikan. Adalah diharapkan maklumat daripada kajian ini akan memudahkan ibu bapa dan guru-guru untuk memahami idea masing-masing mengenai penglibatan ibu bapa dan membangunkan hubungan kerja yang positif untuk menyokong kanak-kanak supaya berjaya di dalam pelajaran mereka.

## ABSTRACT

There is almost a complete certainty among educators that parental involvement is the remedy for many of the problems facing schools. It is also widely acknowledged that school administrators and teachers have important roles in promoting parental involvement in children's education. This work aims at examining the views of parents and teachers on school-partnership practices for promoting parental involvement in education in selected primary schools in Mogadishu-Somalia. Moreover, this study aims to identify the level of parental involvement in these selected schools. The method, which has been employed in this study, is a mixed-method approach; data was collected from parents as well as from teachers of the selected schools using survey questionnaires and interviews. A sample size of 377 parents and 214 teachers participated in this study. This study used two instruments that have been developed by Epstein and Salinas (1993) to assess the perceptions of parents and teachers about parental involvement. Furthermore, data were collected qualitatively through interviews with parents and teachers of the selected schools. For analyzing the data, this study used some statistical techniques including descriptive statistics such as means, percentages, and frequencies. Furthermore, this study used inferential statistics such as one-Way ANOVA and hierarchical multiple regression. The initial analysis of the qualitative data was guided by the quantitative results of this study. The findings of this study show that parents and teachers had similar positive perceptions towards school practices for parental involvement. The findings also show that the level of parents' overall involvement in children's educations was average. Furthermore, the results indicated that the variations in the level of parents' involvement were significantly explained by their perceived school practices (student learning, communication and decision making) and their demographic characteristics particularly their level of education. This study is significant for several reasons. It contributes to the limited information on parental involvement in Somalia and therefore, filling a gap in the existing empirical literature. It offers information to educators as well as to parents, which will help them understand the issues that relate to parental involvement in education. It is hoped that information from this study will facilitate parents and teachers to understand each other's ideas on parental involvement and develop positive working relations to support children to become successful in their education.

## ملخص البحث

هناك تيقن كامل في أوساط المتعلمين والمثقفين بأن مشاركة أولياء الأمور في عملية التربية والتعليم علاج لكثير من المشاكل التي تواجه المدارس حالياً. ومن المسلم به أيضاً أن مديري المدارس والمعلمين لهم دوراً مهماً في تعزيز مشاركة أولياء الأمور في تربية وتعليم الأبناء. يهدف هذا البحث إلى دراسة آراء أولياء أمور الطلاب والمعلمين بشأن ممارسات الشراكة في المدارس من أجل تعزيز مشاركة الوالدين في التعليم في مدارس ابتدائية مختارة في مقديشو-الصومال. وعلاوة على ذلك، تهدف هذه الدراسة إلى التعرف على مستوى مشاركة الوالدين في هذه المدارس المختارة. الطريقة المستخدمة في هذه الدراسة هي طريقة الأسلوب المختلط. تم جمع البيانات من أولياء الأمور وكذلك من معلمين من المدارس المختارة باستخدام استبيانات المسح والمقابلات الشخصية. وشارك في هذه الدراسة عينة من 377 من الوالدين و214 من المعلمين. استخدمت هذه الدراسة أداتين طورتهما إستانين وساليناس (1993) لتقييم تصورات الآباء والمعلمين حول مشاركة الآباء. وعلاوة على ذلك، تم جمع البيانات النوعية من خلال مقابلات مع أولياء الأمور والمعلمين في المدارس المختارة. وبتحليل البيانات، استخدمت هذه الدراسة بعض التقنيات الإحصائية بما في ذلك الإحصاء الوصفي مثل الوسط الحسابي والنسب المئوية والترددات. وعلاوة على ذلك، استخدمت هذه الدراسة إحصاءات استنتاجية مثل أنوفا في اتجاه واحد والاحددار المتعدد الهرمي. تم ترميز البيانات النوعية وفقاً لأنواع Epstein الستة من مشاركة الوالدين. وكشفت نتائج هذه الدراسة أن الآباء والمعلمين لديهم تصورات إيجابية مماثلة تجاه الممارسات المدرسية لمشاركة الوالدين. وأظهرت النتائج أيضاً أن مستوى مشاركة الآباء بشكل عام في تعليم الأطفال كان متوسطاً. وعلاوة على ذلك، أشارت النتائج إلى أن الاختلافات في مستوى مشاركة الوالدين قد أوضحت بشكل كبير من خلال تصوراتهم تجاه الممارسات المدرسية (تعلم الطلاب والاتصال وصنع القرار) وخصائصهم الديموغرافية وخاصة مستوى تعليمهم. هذه الدراسة مهمة لعدة أسباب. قدمت هذه الدراسة معلومات للمعلمين وكذلك للآباء والأمهات والتي سوف تساعدهم على فهم القضايا التي تتعلق بمشاركة الوالدين في التعليم. ومن المأمول أن المعلومات من هذه الدراسة سوف تسهل الآباء والمعلمين لفهم أفكار بعضهم البعض حول مشاركة الوالدين وتطوير علاقات عمل إيجابية لدعم الأطفال ليصبحوا ناجحين في التعليم.

## TABLE OF CONTENT

AUTHOR DECLARATI ON.....	ii
ACKNOWLEDGEMENTS .....	iii
ABSTRAK .....	iv
ABSTRACT .....	v
ملخص البحث.....	vi
TABLE OF CONTENT .....	vii
CHAPTER ONE: INTRODUCTION .....	1
INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Background: Brief History of Somali Education.....	11
1.2.1 Education in Somali Before and During the European colonial Period... 12	
1.2.2 Education in Somalia after Independence (1960 – 1990) .....	15
1.2.3 Education after the Collapse of the Central Government of Somalia .....	16
1.3 Problem Statement .....	23
1.4 Conceptual Framework.....	32
1.5 Research Hypothesis.....	36
1.6 Research Objectives and Research Questions .....	37
1.7 Significance of This Study.....	38
1.8 Operational Definitions.....	40
1.9 Delimitation .....	41
1.10 Limitation.....	41
1.11 Organization of the Thesis .....	42
CHAPTER TWO: LITERATURE REVIEW .....	43

LITERATURE REVIEW.....	43
2.1 Introduction.....	43
2.2 The Concept of Parental Involvement .....	43
2.3 Theoretical Framework.....	53
2.3.1 Epstein’s Six Types of Parental involvement (1997):.....	58
2.3.2 Heiders’ Balance Theory (1946).....	72
2.4 The Importance of Parental Involvement.....	77
2.5 Barriers of Parental Involvement.....	79
2.6 School Practices for Home-School Partnerships .....	84
2.7 Islamic Perspectives of Parental Involvement.....	93
2.8 Summary of the Literature.....	101
CHAPTER THREE: RESEARCH METHODOLOGY.....	103
RESEARCH METHODOLOGY.....	103
3.1 Introduction.....	103
3.2 Research Design.....	103
3.2.1 The procedures of the mixed methods for this study .....	107
3.3 Population .....	108
3.4 Sampling and Sample Size for the Quantitative Part.....	110
3.5 Sampling and Sample Size for the Qualitative Part.....	112
3.5.1 Sampling.....	112
3.5.2 Sample Size.....	114
3.6 Instrumentation.....	115
3.7 Validity .....	117
3.8 Data Collection .....	119
3.8.1 Ethical Consideration.....	119
3.8.2 Procedures of Data Collection.....	120
3.8.2.1 Data Collection for the Quantitative Part.....	121
3.8.2.2 Data Collection for the Qualitative Part: Interview.....	124
3.9 Data Analysis Procedure for the Quantitative Part.....	129
3.9.1 Reliability Check.....	130
3.9.2 Calculating Total Scale Scores.....	131
3.9.3 Analytic Methods .....	132
3.10 Data Analysis Procedure for the Qualitative Part.....	133

CHAPTER FOUR: RESULTS.....	136
4.1 Introduction.....	136
4.2 Quantitative Findings.....	136
4.2.1 Description of Parent-Participants and Teacher-Participants s.....	137
4.2.1.1 Characteristics of Teachers .....	137
4.2.1.2 Characteristics of Parents .....	137
4.2.2 Results .....	138
4.3 Qualitative Findings.....	158
4.3.1 Description of Participants .....	158
4.3.2 Results of Research Questions .....	159
4.4 The Link between Quantitative and Qualitative Results.....	172
 CHAPTER FIVE: DISCUSSIONS OF THE FINDINGS, .....	 189
5.1 Introduction.....	189
5.2 Discussion of the Findings.....	189
5.2.1 Parents’ and Teachers’ Perception of School Partnership Practices .....	189
5.2.2 Parents’ Level of Involvement in Children’s Education.....	199
5.2.3 Factors Predicting Level of Parental Involvement.....	205
5.3 Implications.....	206
5.3.1 Implications for teachers .....	206
5.3.2 Implications for Parents .....	207
5.3.3 Implications for Future Studies.....	208
5.4 Contributions of the Study.....	209
5.5 Conclusion .....	212
 REFERENCES.....	 214
 APPENDICES.....	 232
APPENDIX (A) QUESTIONNAIRES FOR PARENTS (ENGLISH VERSION) ...	232
APPENDIX (B) QUESTIONNAIRES PARENTS (SOMALI VERSION) .....	235
APPENDIX (C) FAMILY INTERVIEW QUESTIONS (ENGLISH VERSION)....	239
APPENDIX (D) FAMILY INTERVIEW QUESTIONS (SOMALI VERSION) .....	240
APPENDIX (E) QUESTIONNAIRE FOR TEACHERS .....	241
APPENDIX (F) QUESTIONNAIRE FOR TEACHERS (SOMALI VERSION) .....	243
APPENDIX (G) TEACHER INTERVIEW QUESTIONS (ENGLSIH VERSION).246	

APPENDIX (H) TEACHER INTERVIEW QUESTIONS (SOMALI VERSION) ..	247
APPENDIX (I) INTERVIEW TRANSCRIPTS .....	248
APPENDIX (J) COMMUNICATION WITH UNICEF .....	265
APPENDIX (K) LETTER FROM PPS USIM FOR DATA COLLECTION.....	266



## LIST OF FIGURE

Figure 1. 1 Various Actors In Education Before The State Collapse (Adapted From Abdullahi Abdinoor, 2008).....	7
Figure 1. 2 Various Actors In Education After The State Collapse (Adapted From Abdullahi Abdinoor, 2008).....	7
Figure 1. 3 conceptual Framework .....	34
Figure 3. 1 Procedures of the mixed methods.....	108
Figure 3. 2 procedures of data collection.....	121
Figure 3. 3 Procedures of quantitative data analysis.....	129
Figure 4. 1 Procedures of qualitative data analysis.....	133
Figure 4. 2: Interaction Between Level Of Education And Age Groups.....	150
Figure 4. 3: Linearity of Level of Parental Involvement Data.....	155
Figure 4. 4: Homoscedasticity Of Residuals for Level Involvement Data. ....	156
Figure 4. 5 Summary of the Findings .....	183
Figure 5. 1 Factors predicting level of parental involvement.....	211

## LIST OF TABLES

Table 3. 1 .Krecie and Morgan (1970) sample size guidelines .....	110
Table 3. 2 Number of Teacher Participants From Each School.....	111
Table 3. 3 Number Of Parent Participants From Each School .....	112
Table 3. 4 Teachers’ Response Rate By Each School .....	123
Table 3. 5 Parents’ Response Rate by each School .....	123
Table 3. 6 Teachers’ and Parents’ Total Scale Scores of the Six Dimensions .....	131
Table 3. 7 Parents’ Total Scale Scores Of The Three Types Of Involvement.....	131
Table 4. 1 Characteristics of Teachers .....	137
Table 4. 2 Characteristics of Parents.....	138
Table 4. 3 Positive and Negative Perceptions Towards Partnership Practices .....	139
Table 4. 4 Group Statistics.....	143
Table 4. 5 Independent Samples Test .....	144
Table 4. 6 The Mean of the Six Types of Parental Involvement .....	145
Table 4. 7 Levene’s Test of Equality of Error Variances .....	147
Table 4. 8 Multiple Comparisons For Educational Level.....	149
Table 4. 9 Multiple Comparisons for Age Groups .....	149
Table 4. 10 Tests of Between-Subjects Effects.....	150
Table 4. 11 Level of Parental Involvement for Different Activities.....	152
Table 4. 12 Coefficients .....	154
Table 4. 13 Simultaneous Multiple Regression Analysis Summary (N= 297).....	156
Table 4. 14 M, St. D and Intercorrelations for involvement and Predictors.....	157
Table 4. 15 ANOVA .....	157
Table 4. 16 Characteristics of Parents for the Qualitative Participants .....	158
Table 4. 17 Characteristics ff Parents for the Qualitative Part .....	158