

Teachers' and Parents' Perceptions of School and Family Partnership Practices of Schools in Mogadishu

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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. The method, which has been employed in this study, is a mixed-method approach; data were 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 an instrument that has been developed by Epstein and Salinas (1993) to assess the perceptions of parents and teachers about parental involvement. Furthermore, data was collected qualitatively through interviews with parents and teachers of the selected schools. The findings of this study show that parents and teachers had similar positive perceptions towards school practices for parental involvement. 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.

Keywords : Mogadishu, parents, school-partnership, practices, teachers

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