



Parental Involvement Strategies in Reducing School Dropout Rates Among Somali Refugee Youth in Kenya: An Investigative Study

Abdi Ali¹

¹ Technical University of Kenya

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Correspondence: aali@outlook.com

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Author notes

Abdi Ali is affiliated with Technical University of Kenya and focuses on Psychology research in Africa.

Abstract

Somali refugee youth in Kenya face significant barriers to education, including cultural norms that prioritise traditional roles over formal schooling and socio-economic challenges such as poverty and displacement. A mixed-methods approach was employed, involving surveys of parents and qualitative interviews with educators. Data were collected from a purposive sample of 150 Somali refugee youth aged 12-18 years across two Kenyan cities. Parents reported that consistent communication about school expectations and providing emotional support significantly reduced dropout rates by 37% compared to those who did not receive such interventions. Parental involvement strategies, including regular feedback sessions and counseling services, were identified as effective in maintaining youth engagement with formal education systems. Schools should implement parent-teacher associations and community-based support programmes to foster a collaborative environment that encourages parental participation. Somali refugees, school dropout, parental involvement strategies, Kenya, adolescent psychology

Keywords: *Somalia, Somali, cultural norms, dropout prevention, qualitative methods, intervention studies, socio-economic factors*

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