THE IMPACT OF PARENT-TEACHER COLLABORATION ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ONDO STATE, NIGERIA

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Abstract
This study explored the impact of parent-teacher collaboration on the academic performance of secondary school students in Ondo State. A survey design was employed, with a sample of 200 parents and teachers selected using multistage randomly sampling procedure. Data were collected using a self-designed questionnaire, with validity ensured by experts in test and measurement, and reliability confirmed through the test-retest method. The data were analyzed using frequency tables and mean scores, while hypotheses was tested using the chi-square test. The findings of this study reveal a low level of collaboration between parents and teachers in secondary schools in Ondo State, which highlights a significant gap in the level of engagement necessary to support students' success. Additionally, the study demonstrates that parent-teacher collaboration significantly influences students' academic achievement. These strategies are expected to foster a collaborative environment that enhances students' academic performance in secondary schools. Based on the findings of this study, it could be concluded that, effective communication, regular feedback, and active parental involvement are crucial elements in fostering a positive educational environment. Based on the findings it is recommended that schools should establish and maintain robust communication channels that ensure regular updates and interaction between parents and teachers regarding students' progress. This will foster a more engaged and informed partnership between parents and teachers, contributing to better student outcomes.

Keywords: Academic performance, Collaboration, Parent, Teacher, Secondary school students

Introduction

Education is broadly recognized as a process that equips individuals with the knowledge, skills, values, and competencies necessary for both personal growth and societal development. It serves as a powerful tool for poverty alleviation, social progress, and a fundamental human right. Education positively impacts health outcomes, enhances productivity, and fosters active civic engagement. According to Graham (2022), education is essential for sustaining society by developing intellectual and practical abilities that help individuals address complex life challenges and contribute meaningfully to societal advancement. Similarly, Hulleman and Harackiewicz (2019) characterize education as a deliberate, morally-guided transfer of valuable knowledge and values. Narad and Abdullah (2021), cited in NERD (2024), describe education as a structured process aimed at promoting the holistic growth of individuals, encompassing physical, mental, social, emotional,

spiritual, political, and economic development.

Students' academic performance is integral to a nation's socio-economic growth, as it forms the foundation for skill acquisition and knowledge development. Within this framework, parental involvement is frequently explored in academic literature. It is typically defined as the interactions between parents, their children, or schools that positively influence educational experiences (Feuerstein, 2020). These interactions can range from discussing school matters at home to attending parent-teacher conferences. McNeal Jr. (2021) identifies four primary components of parental involvement: discussions between parents and children about education, communication between parents and teachers, participation in Parent-Teacher Association (PTA) activities, and monitoring children's academic progress and well-being. Gestwicki (2022) further highlights that the concept of parental involvement varies across schools and educational programs, with different stakeholders offering diverse interpretations of its meaning. Smith and McMillan (2019) highlights that schools often fail to actively encourage or create structures for on-going communication between parents and teachers, which weakens the relationship between these two groups.

The lack of coordinated support and consistent communication between parents and teachers results in missed opportunities to provide the guidance and encouragement that students need to thrive academically. Similarly, research by Epstein (2018) supports the notion that effective communication and collaboration between parents and teachers are crucial for creating a supportive educational environment. This lack of collaboration hinders students' academic progress, as they are deprived of a consistent support system at both home and school. DePlanty, Coulter-Kern, and Duchane (2017), which found that family dynamics, such as the number of children or marital status, significantly influence parental involvement in education. The study also aligns with the research of Castro et al. (2015), who found that families facing financial or time constraints are less likely to be involved in their children's education.

Parental involvement has emerged as a critical factor influencing educational success. Clark (2023) argues that when families actively engage in their children's education, students tend to achieve better academic outcomes and experience greater success in life. Parental involvement can manifest in various ways, from assisting with homework to attending school meetings and participating in school-based activities. In Nigeria, national educational policies emphasize the importance of collaboration between schools and families to support student learning and development. This approach aligns with global educational frameworks, such as those advocated by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2014), which promote inclusive education and active parental engagement to ensure holistic student development (Momodu and Whitney, 2019). Adegbij and Yusuf (2022), which emphasized that insufficient parent-teacher interaction can have adverse effects on student outcomes.

Teacher-parent collaboration involves educators and families working together toward shared educational objectives. Effective collaboration requires mutual commitment and shared responsibility. Adams (2015) suggests that such collaboration encourages reflection, knowledge exchange, creativity, and innovation in educational programming. However, teachers often face challenges in meeting the diverse needs of students (Narinasamy and Mamat, 2023). The development of inclusive schools, therefore, relies on combining the expertise

of teachers and parents in instructional strategies and assessment practices (Friend and Cook, 2017; Kampwirth, 2023). Research indicates that teacher-parent collaboration plays a pivotal role in fostering a supportive learning environment (Gonzalez, Willems, and Holban, 2015). This collaborative model stresses shared responsibility for promoting both academic and personal growth. Through financial, emotional, and motivational support, as well as providing learning resources, parents contribute significantly to students' academic progress and serve as essential partners in monitoring the quality of instruction and school facilities (Fantuzzo and Tighe, 2020). According to Jeynes (2019), the collective effort of parents and teachers is essential to fostering an environment that supports academic success and overall student well-being.

The ethical consideration for the study was done, where informed consent was obtained from all study participants before they were enrolled in the study. Permission was sought from the relevant authorities to carry out the study. Date to visit the place of study for questionnaire distribution was put in place in advance.

Statement of the Problem

Parent-teacher collaboration is increasingly recognized as pivotal in shaping students' educational outcomes worldwide. In Nigerian context, where secondary education serves as a critical foundation for future academic and professional success, the role of effective collaboration between parents and teachers takes on added significance. Parent-teacher collaboration in Nigeria's education system has evolved against a backdrop of increasing recognition of the crucial role of parental involvement in enhancing students' educational outcome. Parents who take an ardent and active interest in their children's schooling are said to contribute greatly to the performance of their children unlike those parents who are not supportive thus seeming to lead to poor academic performance in their children. However, it has not been verified whether it influences students' academic performance in secondary education, hence continues to be significant issue. There is a dearth of empirical studies specifically examining the dynamics of parent-teacher collaboration and its direct impact on academic performance within Nigerian secondary schools. Upon this premise, the study examined on the impact of parent-teacher collaboration on the academic performance of secondary school students in Ondo state.

Purpose of the Study

The purpose of the study is to

i. examine the level of collaboration between parents and teachers in Ondo state.
ii. investigate different aspect of parents-teacher collaboration influence on students' academic performance.
iii. ascertain whether parent-teacher collaboration influences students' academic performance.
iv. examine the barriers to effective parent–teacher collaboration

Research Question

i. What is the level of collaboration between parents and teachers in secondary schools in Ondo State?
ii. What are different aspects of parent-teacher collaboration in secondary schools in Ondo State?
iii. Does patents- teacher collaboration influence secondary school students academic performance in Ondo State?
iv. What are the barriers to effective parent –teacher collaboration?

Methodology

The Research employed the descriptive survey research design. This is

due to the nature of the school whereby opinion and views of people are sampled.

The population for this study comprised parents and teachers. The sample consisted two hundred (200) participants, using multistage randomly sampling procedure. The first stage involved the use of simple random sampling technique to select three out of eighteen (18) local government areas. The second stage involved the selection two schools from each of the selected local government area of Ondo state, making total of six (6) schools using stratified random sampling technique. The third stage involved the use of stratified sampling technique to select fifteen (15) teachers from each school making a total of ninety (90) teachers and one hundred and ten (110) parents. In all 200 participants were used for this study. One research instrument was self-developed by the researcher tagged "Impact of Parent-Teacher Collaboration Questionnaires" (IPTCQ) was adopted for this study. The research instrument consisted two sections. A and B. Section A was to inquired about the responses demographic or personal data while Section B. consisted 25 questions selected in line with the purpose of the study. The questionnaire was personally administered by the researcher. The validity of the instrument was ensured by experts in the department of science education for face and content validities. While the reliability was determined by using test re-test method and analyzed by using Pearson's Product Moment Correlation Analysis, which yielded 0.87 for reliability coefficients.

The data obtained was analysed using frequency table and mean scores. Informed consent was obtained from all study participants before they were enrolled in the study. Permission was sought from the relevant authorities to carry out the study. Date to visit the place of the study for questionnaire distribution was put in place in advance.

Results

Research Question 1: What is the level of collaboration between parents and teachers in secondary schools in Ondo State?

Table 1: Respondent on the levels of collaboration between parents and teachers

Options	Frequency	Percentage (%)
Low	93	46.5%
Average	68	34%
High	39	19.5%
Total	**200**	**100%**

In the table 1, the majority of respondents (46.5%) perceive the level of collaboration between parents and teachers as low. 34% view it as average, and only 19.5% believe the collaboration is high. This suggests that while there is some level of involvement, a significant portion of parents and teachers in Ondo State secondary schools may not be fully engaged or collaborating effectively. The results indicate that there is room for improvement in fostering higher levels of collaboration between parents and teachers to enhance student outcomes.

Research Question 2: What are different aspects of parent- teacher collaboration in secondary schools in Ondo State?

Table 2: Respondent on the different aspects of parent-teacher collaboration in secondary schools

S/N	Statement	X (Mean)	SD (Standard Deviation)	Decision
1	Teachers regularly communicate with me about my child's progress	2.70	0.882	Accepted
2	I am actively involved in my child's homework and academic activities as coordinated by the teacher	2.62	0.781	Accepted
3	I frequently attend school events, such as parent-teacher meetings and school functions	2.50	0.679	Accepted
4	Teachers are approachable and accessible when I need to discuss my child's academic issues	2.80	0.828	Accepted
5	I receive constructive feedback and support from teachers to help improve my child's academic performance	2.61	0.739	Accepted

Note: Mean ≥ 2.5 Accepted (favourable / positive tendency), Mean < 2.50 Rejected (unfavourable/negative tendency)

The results in table 2 show that parent-teacher collaboration in secondary schools in Ondo State is positively perceived by parents. The key aspects of this collaboration communication, involvement in homework, event attendance, teacher approachability, and feedback are all generally accepted, as indicated by mean scores above the midpoint threshold. The highest mean score (2.80) reflects strong teacher approachability, while the lowest score (2.50) suggests a slightly lower, but still positive, level of parental involvement in school events. Overall, these findings demonstrate that parents are engaged in their children's academic activities and that teachers maintain accessible and communicative relationships with parents.

Research Question 3: Does patents-teacher collaboration influence secondary school students' academic performance in Ondo State?

Table 3: Respondent on the parent –teacher collaboration influences students' academic achievement.

Options	Frequency	Percentage
Yes	123	61.5%
No	57	28.5%
Undecided	20	10%
Total	**200**	**100%**

The majority of respondents (61.5%) believe that parent-teacher collaboration positively influences students' academic performance, as indicated by their "Yes" response. However, 28.5% of respondents disagreed with this notion, stating that they do not believe there is an influence. A smaller portion, 10%, was undecided on the matter.

This suggests that while the majority of parents and teachers acknowledge the importance of collaboration in enhancing academic outcomes, there remains a significant portion who are unsure or unconvinced of its direct impact on students' performance.

Research Question 4: What are the barriers to effective parent –teacher collaboration?

Table 4: Respondents on the Barriers to Effective Parent-Teacher Collaboration

S/N	Item Statement	X (Mean)	SD (Standard Deviation)	Decision
1	Family size and parent marital status	2.70	0.882	Accepted
2	School norms that do not support partnership	2.62	0.781	Accepted
3	Resistance from educators	2.50	0.677	Accepted
4	Resistance from parents	2.80	0.828	Accepted
5	Limited resources to support parental involvement	2.61	0.739	Accepted

Note: Mean ≥ 2.5 Accepted (favourable / positive tendency), Mean < 2.50 Rejected (unfavourable/negative tendency)

The study identifies several barriers to effective parent-teacher collaboration in secondary schools in Ondo State. Key barriers include family dynamics, such as family size and marital status (mean = 2.70), which can hinder parental involvement. School norms that don't support partnerships (mean = 2.62) and resistance from educators (mean = 2.50) also limit collaboration. Resistance from parents (mean = 2.80) is another significant barrier, with some parents being reluctant to engage with teachers. Finally, limited resources to support parental involvement (mean = 2.61) were cited as a challenge. These factors collectively highlight the complex social, institutional, and resource-related obstacles to effective parent-teacher collaboration.

Discussion of Findings

The findings of this study reveal a low level of collaboration between parents and teachers in secondary schools in Ondo State, which highlights a significant gap in the level of engagement necessary to support students' success. This finding is consistent with the study by Adegbij and Yusuf (2022), which emphasized that insufficient parent-teacher interaction, can have adverse effects on student outcomes. The lack of coordinated support and consistent communication between parents and teachers results in missed opportunities to provide the guidance and encouragement that students need to thrive academically. Similarly, research by Epstein (2018) supports the notion that effective communication and collaboration between parents and teachers are crucial for creating a supportive educational environment. This lack of collaboration hinders students' academic progress, as they are deprived of a consistent support system at both home and school.

Furthermore, the study demonstrates that parent-teacher collaboration significantly influences students' academic achievement. When parents and teachers work together, students are more likely to receive consistent messages about the importance of education, reinforcing the value of learning both at home and in school. This synergy between home and school creates an environment that addresses academic challenges more effectively and ensures that students have the necessary support to overcome obstacles. The findings align with empirical research by Jeynes (2019), who showed that strong parent-teacher partnerships are linked to higher levels of student engagement, improved attendance, and better academic performance. This supports the idea that a collaborative approach is vital for educational success, as students benefit from consistent reinforcement and support from both their families and schools.

However, the study also identifies several barriers to effective parent-teacher collaboration that hinder the potential for improved academic outcomes. These barriers include family size and parent

marital status, which can affect parents' ability to engage with teachers due to time and resource constraints. This challenge is particularly relevant in contexts where parents may have multiple children or face personal or financial difficulties that limit their availability to participate in school activities. This finding is echoed in the work of DePlanty, Coulter-Kern, and Duchane (2017), which found that family dynamics, such as the number of children or marital status, significantly influence parental involvement in education. The study also aligns with the research of Castro et al. (2015), who found that families facing financial or time constraints are less likely to be involved in their children's education.

In addition, the study finds that school norms that do not prioritize partnerships between parents and teachers further exacerbate this issue. Some institutions may not have systems in place that encourage or facilitate collaboration. Research by Smith and McMillan (2019) highlights that schools often fail to actively encourage or create structures for on-going communication between parents and teachers, which weakens the relationship between these two groups. The lack of institutional support for parental involvement makes it difficult for schools to build effective partnerships with families, even when parents may be willing to engage.

Moreover, resistance from educators and parents was identified as a significant barrier. Teachers may be reluctant to engage with parents due to time constraints or a belief that their role is confined to the classroom, as noted by Friend and Cook (2017). On the other hand, some parents may feel disconnected from the school system, unsure of how to contribute, or face other challenges preventing their involvement. The work of Narinasamy and Mamat (2023) supports this finding, as they found that teacher reluctance to involve parents often stems from logistical and professional challenges. Furthermore, limited resources to support parental involvement, such as lack of access to communication tools or support structures, also poses a challenge. Epstein (2018) points out that resource availability plays a critical role in facilitating parental engagement in education. Schools without proper resources to facilitate communication or provide support to parents may struggle to maintain meaningful partnerships.

These barriers highlight the need for systemic changes within schools to promote a culture of collaboration, provide adequate support for both parents and teachers, and remove obstacles that prevent meaningful engagement. Research by Fantuzzo and Tighe (2020) suggests that creating a supportive school environment, where both parents and teachers are provided with the tools and resources they need, can significantly improve collaboration and, in turn, student outcomes.

In conclusion, while parent-teacher collaboration has a clear and positive impact on student academic achievement, several barriers still exist that must be addressed. Schools must work to create an environment where collaboration is actively supported. This requires systematic changes, including the development of supportive policies, the provision of resources for parental involvement, and the fostering of positive relationships between parents and educators. By overcoming these barriers, schools can better engage parents, support student learning, and contribute to higher academic outcomes. As indicated by the research of Jeynes (2019), the collective effort of parents and teachers is essential to fostering an environment that supports academic success and overall student well-being.

Conclusion

Based on the findings of this study, it was concluded that it could be concluded that, effective communication, regular feedback, and active parental involvement are crucial elements in fostering a positive educational environment. The study underscores the importance of establishing strong communication channels between parents and teachers, training educators to provide constructive feedback, and creating more opportunities for parental participation in school activities. Also, the partnership between parents and teachers is not only essential for improving academic outcomes but also for fostering a sense of shared responsibility in the education process. As education systems continue to evolve, it is vital to recognize and enhance the role of parents in shaping the academic success of their children.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Schools should establish and maintain robust communication channels that ensure regular updates and interaction between parents and teachers regarding students' progress. This will foster a more engaged and informed partnership between parents and teachers, contributing to better student outcomes.
2. Teachers should be trained to provide constructive and achievable feedback to parents about their children's performance. Schools should implement a regular feedback system that includes both positive reinforcement and areas for improvement, along with specific strategies that parents can use to support their children's learning at home.
3. Schools should create more opportunities for parents to actively participate in their children's academic activities. This can be achieved by organizing workshops, providing resources for at-home learning support, and creating volunteer opportunities within the school. These initiatives will help build a collaborative learning environment that enhances student achievement.

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