

# Parent-Teacher Relationship; A Mechanism for Improving Academic Performance in Basic School Pupils, Tamale Metropolis, Ghana

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## ABSTRACT

This study examines the impact of parent-teacher relationships on the academic performance of basic school pupils in Tamale Metropolis, Ghana. Using a descriptive cross-sectional survey approach, data were collected from 257 parents, teachers, and pupils in selected schools in the metropolis. Parent-teacher interactions analyzed in this study include levels of communication frequency, the intensity of parental engagement, and the timeliness of academic performance feedback. In the study, it was found that most parents possess tertiary school qualifications and demonstrate moderate to high levels of involvement in their children's educational interests, including frequent communication with teachers and homework collaboration. A descriptive analysis of demographic characteristics, parent-teacher relationships, and parental involvement was conducted using percentages, mean, and standard deviation. Inferential statistics, such as chi-square and independent sample t-tests were used to identify significant relationships between parental engagement and higher academic performance. That is, frequent communication between parents and teachers is highly correlated with prompt communication about pupil's academic progress. Despite some mitigating challenges, such as occasional low-expected-cell counts in the chi-square table, these findings highlight the crucial need for collaborative efforts between school and home to facilitate student attainment. The study recommends that the Ghana Education Service (GES) and other educational authorities should foster different communication networks, introduce parental-friendly policies, and facilitate parental capacity development through initiatives supporting capacity development to sustain these links. Such strategies will help to raise educational quality and facilitate student accomplishment in Tamale Metropolis and comparable areas.

## INTRODUCTION

When it comes to children's learning, the cooperation between parents and teachers is now widely accepted not as an isolated task but one which should be fully carried out in order to promote learning and growth of all children (Eden et al., 2024; Reynolds et al., 2022). The Ghanaian saying "it takes a village to raise a child" emphasizes the shared responsibility of families, schools, and communities to nurture children's growth, and basic education is seen as the basis for shaping later opportunities for young learners (Ballang, 2020). The quality of parent-teacher relationships is a fundamental issue for study now because basic schools lay the groundwork upon which future academic and life outcomes are planted (Fajoju et al., 2016; Kaptich et al., 2019).

Studies also indicate that positive parent-teacher partnerships are positively linked to better academic achievement, heightened classroom engagement and positive student behavior (Leocardia et al., 2017; Minke et al., 2014). When parents and teachers are engaged in collaboration, they can better recognize and address children's unique learning needs, fostering a positive and motivating environment and encouraging sustained school learning outcomes (Eden et al., 2024; Reynolds et al., 2022). Positive ongoing communication can also

foster trust, which can in turn support more parent involvement in students 'schooling, and thus improve academic achievement at school (Alameda-Lawson, 2014; Dearing et al., 2006).

Meanwhile, the growing body of evidence in practice has identified that young children who present with behavioral and socio-emotional challenges during the formative years are at increased risk of poor academic achievement, school dropout, mental health problems, unemployment, and problematic behavior (Bradshaw et al., 2010; Solari, 2014). These evidences highlight the value of early and integrated provision of support at home–school interface to stave off or minimize the negative trajectories (Roy & Giraldo-García, 2018). Parental participation and teacher support, located in a responsive home-school setting, are thus, pivotal mechanisms through which schools can enhance children's cognitive and socio-emotional development (Glozah & Pevalin, 2015; Roy & Giraldo-García, 2018; Ryan & Deci, 2000).

International literature has found positive links between parent involvement and critical indicators of student success in terms of attendance, achievement, behavior and homework completion (Alameda-Lawson, 2014; Dearing et al., 2006). They also illustrate the importance of parent–teacher alliance for student motivation and engagement (Fajoju et al., 2016; Minke et al., 2014). It also emphasizes that teachers perceived support may enhance students' intrinsic motivation and interest in learning behavior (Glozah & Pevalin, 2015; Ryan & Deci, 2000) and in turn the wider family environment influences development of academic and social-emotional skills in children (Roy & Giraldo-García, 2018).

Yet, in light of these evidences, little empirical and practical research exists to analyze the direct interactions between parent– teacher relationship, parental involvement and teacher support and the educational achievements of basic school students in Ghana. This study aims to contribute to addressing this limitation by closely examining the association of parent–teacher relationships with the academic achievement levels of basic school children in Ghana, with a focus on parental involvement, teacher support and the family environment. The study also aimed to contribute specific evidence to guide intervention and policy making efforts to improving the home/school collaboration to support learners' educational development in general.

## **LITERATURE REVIEW**

### **Parent–Teacher Relationships**

Parents and teachers are jointly responsible for the child's learning and development, which has many positive implications for academic achievement, especially in rural and low-income locations (Barley & Beesley, 2007; Sheridan et al., 2017). Such partnerships are usually characterized by respect, trust, and continued two-way communication between home and school, and current educational practice is coming increasingly to accept the profound role of such partnerships in the child's development in the social, physical, and cognitive domains (Anderson, 2017; Moriwaka, 2012; Pirchio et al., 2023). Intentional integration of parents' perspectives and knowledge about their children and involvement in school and home communication leads to increased responsive and productive relationships and provides an environment in which effective support for learners is likely (Anderson, 2017). School-to-home connections, when formalized through Parent-Teacher Associations (PTAs), have traditionally been used to ensure institutionalized cooperation between parents and schools (Abraham, 2017; Frances, 2021), as well as co-responsibility for a child's educational outcome. PTAs allow parents and teachers to talk to other teachers regarding student care, infrastructure needs, curriculum and assessment-related questions, thus confirming that family support is part of what leads to the education outcomes of children (Desforges & Abouchaar, 2003; Gadagbui, 2006). Positive teacher–family partnerships may buffer environmental risks and help to enhance academic and behavioral achievements in children, even though declining parental engagement, as reported in some studies, is related to lower educational achievement and higher school dropout rates (Fantuzzo et al., 2000; Nalls et al., 2010). Great parent–teacher relationships are based on continuing and respectful communication between home and school (Anderson, 2017).

### **Parent-teacher Relationships in Ghanaian Basic Schools**

Parent–teacher relationships in Ghanaian primary schools. Parent–teacher relationships are implicitly manifested in Ghanaian basic schools, influenced by role ambiguity, socio-cultural norms, and resource

constraints, all of which act as major barriers to meaningful collaboration (Honu-Mensah et al., 2024). Previous studies have made it clear that notions of parental engagement are limited and that parents across different backgrounds need their roles in a collaborative arrangement with teachers (Bang, 2018; Myende & Nhlumayo, 2022). Negative behaviors of their parents, namely passive or evasive teachers when making concerns, have been recognized as impediments to fruitful collaboration, and both parents and teachers may possess poor or discordant perceptions of what productive involvement looks like (Bang, 2018; Knoors, 2021). Policy has focused explicitly on parent–teacher relations in several high-income countries, but similar structures are weak or poorly integrated in a poor setting like Ghana (Knoors, 2021). Consequently, school leaders and teachers bear considerable responsibility for establishing welcoming climates and cultivating regular, respectful communication channels that include parents in decisions and promote the learning of children at home (Torre & Murphy, 2016). While there are indications that information and communication technology can enable information sharing between parents and teachers in Ghana, continuing challenges such as limited infrastructure, digital literacy gaps, and slow response times limit the use case for information and communication technology (ICT) (Abdulai & Dery, 2018). The literature depicts an acknowledged deficiency and gap in strong and well-defined parent-teacher partnerships in Ghanaian primary education.

### **Educational Quality, Teacher characteristics, and Academic Performance**

Reforms in education in Ghana have focused more on free public basic education and more focused support to the area's poor to enhance access and outcomes at school (Amakyi & Ampah-Mensah, 2016; Ampiah, 2011). Educational quality is commonly measured by curriculum, learning materials, teacher training, pupil-teacher ratios, infrastructure, and student achievement, signaling a focus on systemic and classroom factors (Ampiah, 2011). Measures including improved teacher preparation and technology use are proposed as ways to enhance lesson quality, student engagement, and learning outcomes within these early curriculum areas, such as numeracy (Genc & Erbas, 2019)(MOE, 2020). Teacher quality and the environment of the teaching and learning spaces are commonly connected to students' achievement. Comparative studies (Sri Lanka) have revealed that competent teachers are not only more effective in general but also associated with better pupil achievement, thus supporting educational reforms to promote both teacher-training opportunities and skill upgrading in Ghana (Tatto, 2002). Number of pupils and teacher–child ratios are also indicators of quality, with Ghana's standards at the kindergarten, primary, and junior high education levels set below some international standards, largely in order to provide better customized attention and support to learners, which includes those with learning disabilities (Ampiah, 2011). Cognitive checks are frequently applied to monitor learner progression and also to make decisions about progression, highlighting that cognitive development is a key goal of basic education (Keskİn & Yilmaz, 2020). Impacts of Parent–Teacher Partnerships on Academic Output. Studies in low- and middle-income countries indicate rising investment in early childhood education and rekindled interest in the relationship between teacher practices and parental involvement to impact educational access, level of retention, and quality (Engle et al., 2011; Kissi, 2023; Sanders et al., 2018; Yoshikawa et al., 2015). Although access to early childhood programs is increasing, questions are expressed regarding the quality of provision and the extent to which services, including parent-teacher relationships, match families' needs and can efficiently support children's learning and development (Akkari, 2022; Saranko et al., 2025; Sarantakos, 2005; Wolf, 2020). More narrowly, there is scant evidence for how parents are successfully involved and how certain types of parents–teacher collaboration shape children's learning and outcomes at pre-primary and basic education, particularly in African contexts (Wolf, 2020). More generally, research has stressed that student–parent–teacher relationships are crucial as a support system that fosters academic achievement and socio-emotional wellbeing (Đurišić & Bunijevac, 2017). By aligning teaching and learning expectations and disseminating information about the progress of pupils, parents and teachers will be able to develop strategies that eliminate barriers to learning and support more consistent messages to children with respect to the educational value of education (Kimbark et al., 2017). Positive parent–teacher relationships are associated with enhanced engagement and motivation and higher rates of attendance and graduation, self-esteem, and positive self-concept among students too, although many of these findings come from higher-income areas (Mcintosh, 2023; Williams, 2024). Collectively, these results indicate that parent–teacher relationships may play a significant role in the way schools in Ghana influence pupils' academic performance and education in general, but there is currently limited empirical data available for investigating such relationships in Ghanaian basic schools.

## **Involvement and support of parents in educational programs.**

Parental engagement is a key issue for all education projects, and parents and teachers are seen as co-partners in the success of their child in education (Đurišić & Bunijevac, 2017; Milosavljević Đukić et al., 2022; Paccaud et al., 2021; Polat et al., 2023). Parent–teacher partnerships can be home-based (in which parents become co-teachers and reinforce school learning) or school-based (in which parents monitor progress, participate in governance, and collaborate with school staff) (Barley & Beesley, 2007; Honu-Mensah et al., 2024; Minke et al., 2014). In Ghana, PTAs continue to be the predominant form of engagement for such activities and include forums to discuss support for students, infrastructure, changes to the curriculum, and examination preparations (Abraham, 2017).

## **Parental Involvement and Support for Educational Initiatives**

Complexity of communication, role clarity, and socioeconomic constraints prevent meaningful and consistent parental participation. Struggles with Cultivating Effective Parent–Teacher Relationships. A number of structural and socio-cultural barriers make it difficult to strengthen parent-teacher connections throughout the world and in Ghana. Marketization and privatization have also, in certain contexts, reinvented the roles of schools as service providers and parents as clients, potentially reducing relations to transactional relationships and strengthening teachers' willingness to maintain unilateral control of educational matters (Ding, 2011; Guo et al., 2018; Tsang, 2023). In these contexts, communication may be reactive and problem-focused rather than proactive and collaborative, and this lack of reciprocity could weaken common accountability for student learning (Polat et al., 2023). Culturally based respect for authority in adjacent African countries may dissuade parents from confronting their child's teacher or from being active in school governance; work pressures and economic realities can constrain parents' ability to meet up and get involved in school activities (Appiah-Kubi & Amoako, 2020; Bosede, 2020; Kwarteng et al., 2022; Never H. & Robert, 2020). In Ghana, communication between parents and educators normally happens through notes, phone calls, and meetings, and effective action will involve the use of these avenues to optimally support learning in a supportive aspect (Lekli & Kaloti, 2015). However, research shows that the majority of parent-education partnerships are ineffective in that they are poorly implemented and have no formal written goals or criteria for measurable performance and therefore no effective means of tracking the efficacy of the partnership to affect student performance (Honu-Mensah et al., 2024)(Franklin, 2009). School systems that emphasize academic ability and formalized, academically sound pedagogical approaches may be in line with parental choices but provide insufficient time for mutual planning and relationship establishment (Bentsi-Enchill, 2024; Casely-Hayford et al., 2025). Scholars contend that in order for schools to succeed, leaders, teachers, and other educators must share welcoming, inclusive behaviors and make an effort to communicate with families, using the information to support decisions while keeping informal and ongoing communication as a tool for mutual trust and care (Dunne et al., 2013; Torre & Murphy, 2016). This literature together stresses the potential and the fragility of parent–teacher relationships in Ghana and emphasizes the requirement for empirical studies that explore a relationship to pupils' academic growth in basic schools.

## **Synthesis and Research Gap**

Collectively, the existing literature suggests that strong parent–teacher relationships, with robust backing in the form of PTAs and ongoing communication, are consistently associated with positive academic performance, engagement, and socio-emotional status of students, particularly if the collaboration between school and home is supportive (Anderson, 2017; Barley & Beesley, 2007; Honu-Mensah et al., 2024; Torre & Murphy, 2016). At the same time, constraints such as role ambiguity, resource constraints, and cultural barriers commonly undermine these collaborations in low-resource contexts where teacher quality and educational facilities are also critical for ensuring student success (Ampiah, 2011; Honu-Mensah et al., 2024). What is not yet evident is how these links (compared with Ghana's specific policy environment and basic school setting) impact children's academic performance, which is largely unaddressed in empirical research testing such links with quantitative constructs such as cognitive achievement or validated involvement scales in the Ghanaian settings (Honu-Mensah et al., 2024; Wolf, 2020). This study fills in that gap by examining the positive and negative associations between parent–teacher relationships, parental involvement, teacher support, and educational



achievement among basic school students in Ghana. It provides context-specific evidence that should inform better home-school collaboration practices.

## METHODS

### Research Design

The study employed a descriptive cross-sectional survey design to examine the parent-teacher relationship and its effect on academic performance in basic schools within the Tamale metropolis. Cross-sectional design, which at a single point in time collects data from the participants, gives a picture of the present state of parent-teacher interactions and student academic results (Setia, 2016). Using the observational approach, researchers can measure variables simultaneously without intervening or manipulating, enabling them to examine associations and estimate prevalence within defined populations. The cross-sectional survey design was selected because it was efficient in capturing a broad range of information within a confined timeframe and was ideal for studies that were intended to describe existing conditions rather than infer causal relationships (Capili, 2021). By surveying pupils, parents, and teachers concurrently, the study aimed to provide comprehensive insights into the dynamics of parent-teacher relationships and their correlation with academic performance. Despite the fact that causal relationships cannot be definitively established from cross-sectional data alone, the design provides valuable evidence for further research and educational interventions.

### Population and Sampling

The study population comprised basic school pupils, their parents, and teachers from selected schools within the Tamale Metropolis. To ensure a representative sample reflective of the metropolis' diversity, a stratified random sampling technique was used. Based on geographical location, school type (public or private), and socioeconomic characteristics, 30 basic schools were selected from 144 basic schools in 15 educational circuits. From these strata, schools were randomly selected proportionately based on their distribution in the overall school population from mutually exclusive subgroups. From a total population of 715 pupils in the selected schools, a sample size of 257 was calculated using Yamane's formula. Pupils were then chosen via simple random sampling within each school, providing each eligible pupil with an equal chance of selection. Corresponding parents or guardians were also recruited to participate. Furthermore, teachers from the selected school were selected specifically for the purpose of helping determine the average score of students.

### Data collection instruments

Structured, self-administered questionnaires were created to examine parent-teacher relationships and educational outcomes across three respondent groups: pupils, parents, and teachers. Adapted from the Parent-Teacher Association Handbook and the research literature (Abraham, 2017). The items evaluated parent-teacher communication (frequency of meetings or discussions regarding pupils' progress), collaborative practices (joint problem-solving for pupils' needs), parental involvement (support for homework and school attendance), and teacher support. Academic attainment was operationalized as a composite measure comprising self-reported measures including attendance, amount completed for homework, and results of end-of-term exams (presented as percentages in core subjects such as English, Mathematics, and Science), with such scores defined as low ( $<50\%$ ), moderate ( $50-69\%$ ), and high ( $\geq 70\%$ ). Questionnaires were closed-ended and designed to be the same for both cohorts. A 4-point Likert scale was used for parent-teacher relationship items (1 = Strongly Disagree to 4 = Strongly Agree), and a frequency scale was used for parental assistance items (1 = Never to 4 = Always). Parallel versions helped ensure cross-group theme consistency and used age- and role-appropriate language. Pupil items as "My teacher talks with my parents about my schoolwork" and parent items as "I discuss my child's progress with their teacher." Sample items such as "Teachers and parents work together to help students succeed" (collaboration between parents and teachers) and "My parents help me with homework most days" (parent involvement). To test reliability and refine the instruments on 182 junior high school pupils, parents, and teachers from the Tamale Metropolis chosen to mimic the diversity of the main study, a pilot test was conducted. Participants filled out draft questionnaires and gave qualitative feedback regarding clarity and relevance, prompting changes to ambiguous wording, available response options, and sequence of items. The internal consistency was calculated using Cronbach's alpha, resulting in coefficients of

0.81 for the full parent–teacher relationship scale (range: 0.77–0.85 for subscales), indicating good reliability. Face validity was established through expert review by two educational researchers with experience in Ghanaian basic schools based on items that were anchored within local contexts and theoretical constructs such as Epstein's parental involvement framework. These processes led to the development of solid, contextually meaningful instruments, applicable to multi-stakeholder data collection in school and home, and enabled a sensitive quantitative examination of the associations between the variables.

### **Ethical Considerations**

The research study followed all ethical guidelines for working with human participants while obtaining ethical approval from the Ghana Education Service through their national research policy. The research study received ethical clearance from the Ghana Education Service, which followed the national research policy. The research team protected both the anonymity and confidentiality of all participants throughout the entire research period. The research team stored all collected data in anonymity before placing them in a protected area that only authorized personnel could access. The research participants received permission from their parents or guardians, while students gave their consent to participate after understanding the research purpose and their right to withdraw at any time. The research team protected participant confidentiality through proper data management methods and minimal disclosure of personal information in their reports. The data collectors treated all vulnerable participants with care according to ethical research standards that apply to educational studies. The research team demonstrated their commitment to Ghanaian national ethical research standards and international participant protection protocols which safeguard dignity and welfare.

### **Data Analysis**

The research used descriptive statistics, including frequencies and percentages, means and standard deviations, to analyze participant demographic characteristics, parental involvement levels and communication patterns, and student achievement results. The method of description helps researchers understand both the characteristics of their sample population and how variables spread across the data. The independent sample t-test serves as an inferential statistical method to evaluate the mean differences between students who received homework help from their parents and their academic performance results. The chi-square test of independence analyzed how often parents and teachers communicated about their children's academic results. The researchers conducted all statistical tests at a  $p < 0.05$  significance level. The statistical methods used in this study established a strong basis to study how student-parent-teacher interactions affect academic performance at the primary school level.

## **RESULTS**

This section reports the results of the investigation into the parent-teacher relationship as a factor in enhancing basic school pupils' academic performance within the Tamale Metropolis. The findings are presented to reflect the main aspects of interaction between parents and teachers, such as frequency and quality of communication, parental participation, and perceptions about influencing pupils' academic achievements. Descriptive statistics provide a summary of respondents' answers, while inferential statistics examine relationships between parent-teacher relationships and pupils' level of attainment. Empirical evidence from findings reveals insight into how collaborative relationships between parents and teachers foster school achievement within the Tamale metropolis.

### **Participant characteristics.**

Out of the 257 parents or guardians surveyed, 75.9% had tertiary education status, followed by secondary (10.9%), primary (7.8%), and no formal education (5.4%). This distribution mirrors a relatively high level of education within the sample, as indicated in table 1 below.

Table 1: Parent/guardian level of education

		Frequency	Percent	Cumulative Percent
Valid	No formal education	14	5.4	5.4
	Primary	20	7.8	13.2
	secondary	28	10.9	24.1
	Tertiary	195	75.9	100.0
	Total	257	100.0	

### Parent-teacher Relationships

A total of 257 parents endorsed parent–teacher relationships on a 4-point Likert scale (1 = Strongly Disagree, 4 = Strongly Agree). Mean and standard deviation (SD) included frequent communication (M = 3.96, SD = 1.32), parent–teacher meeting attendance (M = 4.46, SD = 0.66), communication quality (M = 4.46, SD = 0.64), academic progress information at all times (M = 4.38, SD = 0.70), feedback on behavior (M = 4.42, SD = 0.67), belief in collaboration benefits (M = 4.41, SD = 0.65), educator responsiveness to learning needs (M = 4.54, SD = 0.61), school support and encouraging engagement (M = 4.39, SD = 0.66), and communication methods (M = 4.31, SD = 0.70).

Table 2: Parent-teacher relationship

	N	M	SD
I frequently communicate with my ward's teacher	257	3.96	1.322
I frequently attend parent-teacher meetings	257	4.46	.658
I always have excellent communication with my child's teacher?	257	4.46	.639
I always receive information about my child's academic progress from the teacher on timely	257	4.38	.704
I always receive feedback on my child's behavior and attitude	257	4.42	.673
I believe that parent-teacher relationships help improves my child's academic performance	257	4.41	.654
I am always support of the teacher addressing my child's learning needs	257	4.54	.605
The school always encourages parental involvement in my child's education?	257	4.39	.656
I am satisfied with the methods of communication with my child's teacher (e.g., in-person, phone, messages)	257	4.31	.699

Data Source: Field Survey, 2025

Please, note: M= Mean, SD= Standard Deviation, N= Sample Size

## Parental Involvement

As well, parental involvement measures have been high with 4-point frequency scales from 1-Never to 4-Always, for homework assistance ( $M = 3.96$ ,  $SD = 1.32$ ), monitoring attendance ( $M = 4.50$ ,  $SD = 0.58$ ), encouraging activities at school ( $M = 4.49$ ,  $SD = 0.62$ ), giving learning material ( $M = 4.48$ ,  $SD = 0.63$ ), supporting reading activity ( $M = 4.43$ ,  $SD = 0.62$ ), attending school events ( $M = 4.49$ ,  $SD = 0.62$ ), and having the right person discuss education's importance ( $M = 4.48$ ,  $SD = 0.62$ ).

Table 3: Parental Involvement

	N	M	SD
I always assist with child with his/her homework	257	3.96	1.322
I always monitor my child's school attendance	257	4.50	.578
I always encourage my child to participate in school activities	257	4.49	.620
I regularly provide learning materials (books, stationery) for my child	257	4.48	.626
I often read with my child and help improve his/her reading skills	257	4.43	.616
I frequently attend school events or meetings apart from parent-teacher meetings	257	4.49	.620
I often discuss the importance of education with my child	257	4.48	.620

Data Source: Field Survey, 2025

Please, note: M= Mean, SD= Standard Deviation, N= Sample Size

## Inferential Analyses

The results of an independent sample t-test showed a difference in academic performance between students who received frequent parental homework assistance ( $n = 128$ ) and students who received infrequent assistance ( $n = 129$ ). Levene's test showed equal variance ( $F = 0.895$ ,  $p = 0.346$ ). A t-test showed that the mean difference between the two groups was statistically significant,  $t(256) = 2.117$ ,  $p = 0.036$ , with students with frequent assistance having the higher mean score (mean difference = 4.471, 95% CI [0.302, 8.639]), and Cohen's  $d = 0.21$ , indicating a small effect. A Chi-square analysis of frequency of communication and educational progress was conducted. The findings revealed that it was in the cases of weekly responders ( $n = 88$ ; weekly communicators) that were the most likely to receive timely communication updates, whereas the results for occasional communicators ( $n = 119$ ; 93 yes vs. 26 no), monthly ( $n = 42$ ; 35 yes vs. 7 no), and never ( $n = 8$ ; 3 yes vs. 5 no) were less frequent. There was a random number (12.5%) for a cell whose expected count was less than 5 (min = 1.49).

Table 4: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Average score of students	Equal variances assumed	.895	.346	2.117	256	.036	4.471	2.112	.302	8.639



	Equal variances not assumed			2.04 9	121.16 8	.043	4.471	2.182	.152	8.789
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To assess the relationship between parent-teacher frequency of communication and timeliness of academic progress updates ( $n = 257$ ), a chi-square test was employed. Weekly communicators ( $n = 88$ ) did better receive updates (78 yes vs. 10 no); next were occasional communicators ( $n = 119$ ; 93 yes vs. 26 no), monthly communicators ( $n = 42$ ; 35 yes vs. 7 no), and never communicators ( $n = 8$ ; 3 yes vs. 5 no). The test was significant,  $\chi^2(3) = 14.114$ ,  $p = 0.003$ , demonstrating that a higher frequency of communication is associated with more timely updates (note: one cell had an expected count  $< 5$ ).

Table 5: Crosstabulation

			Does the teacher inform you about your child’s academic progress in a timely manner?		Total
			No	Yes	
How frequently do you communicate with your ward’s teacher?	Monthly	Count	7	35	42
		Expected Count	7.8	34.2	42.0
	Never	Count	5	3	8
		Expected Count	1.5	6.5	8.0
	Occasionally	Count	26	93	119
		Expected Count	22.2	96.8	119.0
	Weekly	Count	10	78	88
		Expected Count	16.4	71.6	88.0
Total		Count	48	209	257
		Expected Count	48.0	209.0	257.0

A chi-square test of independence examined the association between parent-teacher communication frequency and receipt of timely academic progress updates ( $n = 257$ ). The test was significant,  $\chi^2(3) = 14.11$ ,  $p = 0.003$ , indicating that more frequent communication relates to higher likelihood of timely updates (one cell [12.5%] had expected count  $< 5$ ; min = 1.49).

Table 6: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.114 <sup>a</sup>	3	.003
Likelihood Ratio	11.802	3	.008
N of Valid Cases	257		
a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 1.49.			

## DISCUSSION

The results show strong parent–teacher relationships among the sampled families in Tamale basic schools when it comes to parent–teacher communication ( $M = 3.96$ ), regular attendance at parent–teacher meetings ( $M = 4.46$ ), and satisfaction with quality of communication and the methods ( $M = 4.46$  and  $M = 4.31$ , respectively). These patterns resonate well with Epstein’s Framework for Parental Involvement and the “communicating” dimension, which underscores two-way exchanges of information about pupils’ progress and needs as a significant factor in the home–school bond. Parents report strong perceptions of teacher responsiveness ( $M = 4.54$ ) to their child’s learning needs, as well as school facilitation in terms of increased parental involvement ( $M = 4.39$ ), which also indicates that institutions proactively address the learning needs of their children, in line with the claim made by Torre & Murphy (2016) that school leaders have to create welcoming environments in order to support productive partnerships. Parental involvement indicators showed similarly high levels of engagement, recording in particular high levels of reporting on monitoring attendance ( $M = 4.50$ ), materials offered ( $M = 4.48$ ), and discussing the value of education ( $M = 4.48$ ), as well as more variable scores for homework assistance ( $M = 3.96$ ,  $SD = 1.32$ ). These are instances of Epstein’s two “parenting” and “learning at home” varieties in which families support children’s school efforts through tangible aid and motivation. The independent samples t-test supports a relationship to academic performance, with students who received frequent homework assistance achieving higher scores ( $t(256) = 2.117$ ,  $p = 0.036$ ,  $d = 0.21$ ), a small but meaningful effect, suggesting that even focused homework support is of relevance within a highly involved sample of students. Similarly, the chi-square relationship between regular communication frequency and prompt progress updates ( $\chi^2(3) = 14.11$ ,  $p = 0.003$ ) points out communication as a meaningful collaboration tool—weekly contact produced the most frequent updates (78/88), and rare contact generated the least (3/8). Similar to Graham-Clay (2005), who stated regular feedback created supportive environments for learning, albeit the very low expected cell number requires careful interpretation. Unlike Kwadwo Gyamfi & Michael Asamani Pobbi (2019), these results highlight positive involvement–achievement relationships in a Ghanaian setting that might be moderated by the sample’s relatively high level of parental education (75.9% tertiary). The data presents parent–teacher relationships as a potential lever to provide academic support in Tamale basic schools that can be interpreted using Epstein’s framework—two overlapping practices linking home and school. However, because of the cross-sectional design, causal claims cannot be made; the associations may be attributed to bidirectional and indeed selective (motivated families attending involved schools). Longitudinal or experimental studies using longitudinal data could elucidate directionality and test interventions such as structured communication protocols.

## CONCLUSION

The relationship between parent–teacher relationships and the academic performance of basic school children in Tamale was explored in our study, contributing an important dimension to educational assistance in Ghana’s basic schools. The findings are unanimous regarding a favorable association. The high frequency and quality of contact (regular parent–teacher meetings and timely reviews of developments), the proactivity of parent involvement (homework support, observing attendance, and materials offered for teaching), and positive perceptions of collaboration are all correlates of positive outcomes for students. These results suggest that, when homes are connected to schools of education with strong trust, information sharing, and provision for real life support, they will contribute some help to pupils, even in places such as Tamale with parents’ education levels high. For all their significance, the cross-sectional nature means that each is an association, not evidence that one event causes others. Better associations may equally signal an incentive for families to choose involved schools (or other unmeasured drivers) as they can fuel performance. It’s a nuance that brings home the need to be careful with the way we read such findings but to understand their practical significance nonetheless. For schools and policymakers, the evidence highlights relatively simple opportunities for improvement: putting reliable, accessible means of communication (like regular meetings or simple messaging systems) at the forefront early on a plan that might see these partnerships continue to flourish even in the absence of massive resources. Steps like this could go a long way to connecting home and school in Ghana, even though Ghanaian culture and resource constraints sometimes restrict engagement. Longitudinal studies, or intervention trials, are necessary to be sure of directionality. Over time when does collaboration truly lead to increased achievement and what is best to do about those factors that might make collaboration discouraged or

worse? Consequently, developing these relationships might have some potential for potentially supporting pupil growth and the extension of this relationship through different groups shall enhance evidence of their inclusion in a wider range of activities.

## RECOMMENDATIONS

With references to the findings of the research and Ghana's unique educational setting, several practical recommendations emerged in order to help improve the parent-teacher relationship and students' achievement.

First, schools in conjunction with the Ghana Education Service (GES) should be promoters of the establishment of diverse channels of communication. These need to go beyond traditional meetings to encompass phone calls, WhatsApp groups, and online platforms that establish timely, clear, and consistent flows of information between parents and teachers. These are respectful of the reality of contemporary Ghanaian families and enable parents to be kept actively engaged in the learning of their children.

Secondly, district, metropolitan, and municipal education directors should design parent-friendly policies and programs that encourage regular attendance at parent-teacher conferences and school events. Scheduling meetings during non-working hours and virtual alternatives can accommodate parents with work and family commitments, especially market traders, artisans, and others who sustain household economies.

Thirdly, schools need to become parent empowerment centers, providing workshops and training that build parents' capability and confidence so they can assist their children at school. Recognizing that most parents wish to assist but lack the tools and knowledge, the program should be directed at those who are less conversant with academic content so that parents can be engaged actively and positively at home.

In addition, School Improvement and Support Officers (SISOs) must work with schools and local communities with a view to interlinking total support networks. By establishing partnerships with community groups and parent associations, schools are able to tap into a common sense of responsibility and share best practices that facilitate long-term parental involvement.

Lastly, headmasters in collaboration with Parent-Teacher Associations (PTAs) would have to establish reward schemes that reward parents for showing active interest in and dedication to their children's education. These awards promote sustained engagement and revive the rich cultural practices of community support and mutual progression. Implementing these proposals will ultimately make the homeschool partnership stronger. Such synergy is pivotal to developing learners' academic performance and general growth throughout the Tamale Metropolis and beyond.

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