

Parent-Teacher Collaboration and Goal Achievement in Private Senior Secondary Schools, Kwara State, Nigeria

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Abstrak: This study examined the nexus between parent-teacher collaboration and goal achievement in private senior secondary schools in Kwara State, Nigeria. A correlational survey design was adopted, and data were collected from 267 Parent-Teacher Association (PTA) members across 30 randomly selected private senior secondary schools using a researcher-constructed instrument, the Parent-Teacher Collaboration and School Goals Achievement Questionnaire (PTCSGAQ). Two research questions were answered using descriptive statistics, while one main hypothesis and four operational hypotheses were tested using Pearson Product-Moment Correlation at the 0.05 level of significance. Findings revealed that parent-teacher collaboration was practised at a moderate level, and that achievement of school goals was likewise moderate. A significant positive relationship was found between overall parent-teacher collaboration and school goal achievement, and significant positive relationships were similarly found for each of its dimensions: frequent communication, frequency of meetings, involvement in school activities and support for academic activities, all at $p < .05$. The study concludes that structured, consistent, and inclusive parent-teacher partnerships are instrumental to the attainment of institutional goals in private secondary education. It recommends that school management strengthen communication channels, institutionalise regular meetings, broaden parental involvement in school activities, and provide capacity-building support for both parents and teachers.

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INTRODUCTION

Education systems worldwide are undergoing fundamental change as schools seek to improve learning outcomes and prepare students for an increasingly complex and dynamic world. Central to this shift is a growing emphasis on collaborative governance, inclusive participation, and shared accountability in pursuing school goals. Among the most consequential of these collaborative arrangements is the partnership between parents and teachers, particularly in private senior secondary schools, where expectations for academic excellence, discipline, and holistic development are especially high (Haule & Lyamauaya, 2024; Grant & Ray, 2018). Private senior secondary schools occupy a distinctive position as hubs of academic refinement and stepping stones toward higher education and professional life. Their goals extend beyond examination success to the cultivation of responsibility, creativity, leadership, and moral integrity. The traditional view of education as the sole responsibility of the school has given way to a model in which educational success is a shared responsibility between schools and families, requiring active and sustained collaboration from both parties (Ugobueze, 2024; Yaro et al., 2016).

Parent-teacher collaboration denotes consistent, structured engagement between families and educators aimed at improving student learning, behaviour, and overall development. It encompasses regular communication about academic

progress, joint participation in school events, involvement in decision-making bodies such as Parent-Teacher Associations (PTAs), and support for homework and extracurricular activities (Odutayo & Ramsaroop, 2023). In private senior secondary schools, where parents invest substantially, both financially and emotionally, the quality of this collaboration takes on particular significance, even though the extent and depth of engagement vary widely across schools. Epstein's theory of overlapping spheres of influence provides a foundational framework for understanding this phenomenon, positing that optimal student outcomes are achieved when there is consistent interaction and alignment between the home and school environments (Epstein, 2019). This alignment is especially critical during adolescence, when students in senior secondary school confront heightened academic demands, peer pressure, and identity development challenges (Anazia et al., 2025). Empirical evidence associates parental involvement with improved attendance, behaviour, literacy and numeracy outcomes, examination performance, and emotional resilience (Odutayo & Ramsaroop, 2023), suggesting that the absence of such collaboration may significantly impede the realisation of institutional goals (Gerdes et al., 2022; Ogidi & Abdularahman, 2025). It is against this backdrop that the present study sought to examine the nexus between parent-teacher collaboration and the achievement of school goals in private senior secondary schools in Kwara State, Nigeria.

Statement of the Problem

Private senior secondary schools have emerged as vital contributors to Nigeria's educational landscape, frequently setting higher academic benchmarks than their public counterparts. In Kwara State, the proliferation of private secondary schools reflects growing parental demand for quality education, discipline, and holistic student development. Yet despite substantial investment by proprietors and high parental expectations, the realisation of these educational goals has often been uneven and, in many cases, underwhelming (Anazia et al., 2025; Ugobueze, 2024). Where parents and teachers collaborate effectively, sharing information, aligning expectations, and jointly addressing academic and behavioural concerns, students are more likely to succeed academically and remain engaged in school life (Anazia et al., 2025). In many private senior secondary schools in Kwara State, however, this collaboration tends to be superficial, sporadic, or reactive rather than structured, intentional, and continuous. Communication between parents and educators often occurs only during emergencies or disciplinary incidents rather than as part of a proactive strategy for enhancing learning outcomes (Oyinloye, 2021). Some parents, constrained by busy schedules, socio-economic pressures, or cultural perceptions of parental roles, delegate education entirely to the school, while some teachers and administrators resist active parental involvement, perceiving it as an encroachment on professional autonomy (Agusiobo & Mogboh, 2025). Compounding this is the weak, inconsistent, or absent policy framework guiding parental involvement in private schools. In the absence of formal structures, the depth of collaboration depends largely on the initiative of individual school heads or teachers, producing significant variation in practice across schools (Yaro et al., 2016). It is this gap in a structured, empirically grounded understanding of how parent-teacher collaboration relates to school goal achievement that the present study sought to address.

Research Questions

The following research questions guided the study:

1. What are the forms of parent-teacher collaboration currently practised in private senior secondary schools in Kwara State?
2. What is the level of school goal achievement in private senior secondary schools in Kwara State?

Research Hypotheses

H01: There is no significant relationship between parent-teacher frequent communication and goal achievement in private senior secondary schools, Kwara State.

H02: There is no significant relationship between parent-teacher frequency of meeting and school goal achievement in private senior secondary schools, Kwara State.

H03: There is no significant relationship between parent-teacher involvement in school activities and goal achievement in private senior secondary schools, Kwara State.

H04: There is no significant relationship between parent-teacher support for academic activities and goal achievement in private senior secondary schools, Kwara State.

Literature Review

This study is anchored on Epstein's theory of overlapping spheres of influence and Locke and Latham's Goal Setting Theory. Epstein posits that students benefit from consistent support systems when the home, school, and community operate as overlapping rather than separate spheres, and identifies six typologies of involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community (Epstein, 2023). Applied to private secondary education, the theory offers a balanced lens for building structured, equitable partnerships that position parents as collaborators in learning rather than mere consumers of educational services (Ikemba-Efughi & Raj, 2020) and serves as both a diagnostic and prescriptive model where collaboration is weak (Neil & Villani, 2025). Goal Setting Theory, propounded by Locke and Latham, holds that specific and challenging goals, when accepted by individuals, produce higher performance than vague or easy goals (Locke & Latham, 2019). Five principles, clarity, challenge, commitment, feedback, and task complexity, determine the effectiveness of goals (Gkizani & Galanakis, 2022). Within the context of parent-teacher collaboration, clearly communicated school goals enable parents and teachers to align their efforts; mutual commitment strengthens shared responsibility for outcomes; continuous feedback through meetings and progress reports sustains trust; and the multifaceted nature of school goals is better managed when broken into actionable sub-goals (Schunk & DiBenedetto, 2020; Ashford & De Stobbeleir, 2013). Together, the two theories justify an empirical investigation of how the structural and relational dimensions of parent-teacher collaboration relate to the attainment of school goals.

Parent-teacher collaboration is a foundational concept in contemporary education, reflecting the shared responsibility of families and schools for a child's intellectual, emotional, and social development. It is conceptualised as a continuum ranging from basic communication, such as parent-teacher meetings and report cards, to more participatory roles, including co-developing learning plans, volunteering, and serving on decision-making bodies such as PTAs (Hornby & Lafaele, 2023). Effective collaboration requires both relational elements, namely trust and mutual understanding, and structural elements, namely systems and policies that facilitate regular interaction. Schools with strong family partnerships report higher student achievement, better attendance, and improved classroom behaviour (Epstein, 2018), particularly when parental involvement reinforces high expectations and the value of education at home (Jeynes, 2015). The concept also carries cultural and contextual dimensions. In many African settings, collaboration is shaped by societal norms, parental education levels, and trust in school authorities, with some parents deferring entirely to educators (Etoh, 2025). Digital tools, including online gradebooks, messaging applications, and video conferencing, have expanded opportunities for real-time feedback and transparency (Olmstead, 2013), although barriers such as limited time, misaligned expectations, and power imbalances continue to constrain authentic collaboration (Khatib et al., 2025).

Communication, trust, shared decision-making, responsiveness to feedback, and cultural responsiveness constitute the principal dimensions of parent-teacher collaboration. Communication must be two-way, continuous, and respectful rather than confined to one-off meetings (Epstein, 2018). Trust, built through transparency, consistency, and empathy, forms the bedrock of effective collaboration (Subrahmanyam, 2025), while shared decision-making positions parents as co-creators

of policies and learning strategies rather than passive supporters (Anderson & Anderson, 2010). These dimensions manifest across a spectrum of engagement levels, from independent or one-directional information-sharing, through mission-driven and cooperative engagement, to the partnership model, in which parents and teachers jointly co-develop strategies and share accountability for student progress (Eden et al., 2024; Jaiswal, 2017). School goal achievement refers to the realisation of the specific, measurable, and strategic objectives that guide a school's operations and educational mandate, encompassing academic outcomes as well as moral development, skills acquisition, social responsibility, and institutional growth (Seligman, 2015). Within the Nigerian context, school goal achievement has been closely linked to the quality of educational planning; schools with clearly defined plans, adequate facilities, and well-organised teaching schedules record higher levels of goal realisation than those lacking such frameworks (Isiaka et al., 2022). Principals who adopt quality-control strategies such as regular supervision, teacher appraisal, and curriculum monitoring likewise tend to achieve higher goal-attainment rates (Nnorom & Olagbaju, 2020).

Several empirical studies establish a positive association between parental engagement and school outcomes. Oni and Osuji (2024) found that active parental engagement significantly correlates with improved student performance, better attendance, and lower behavioural problems in Nigerian private schools. Park and Holloway (2018) reported that frequent parent-teacher meetings enhance both academic achievement and mutual trust, fostering a positive school climate conducive to goal attainment. Anazia et al. (2025) emphasised that effective collaboration requires multi-tiered communication systems, including informal check-ins, structured academic updates, and feedback surveys, given the high stakes parents have in their children's performance. Conversely, Ogidi and Abdulahman (2025) observed that many private schools engage parents only when financial or disciplinary concerns arise, thereby limiting the proactive and sustained collaboration required for meaningful partnership, while Agusiobo and Mogboh (2025) identified busy parental schedules, differing educational backgrounds, and cultural perceptions as continuing barriers to optimal partnership. Collectively, the literature underscores a positive but contextually contingent relationship between parent-teacher collaboration and school outcomes, while also pointing to a paucity of context-specific, empirically grounded evidence for private senior secondary schools in Kwara State, the gap which the present study addresses.

METHOD

The study adopted a correlational type of descriptive survey research design, considered appropriate for determining whether an association exists between parent-teacher collaboration and school goal achievement and for establishing the strength of that relationship. The population comprised all Parent-Teacher Association (PTA) members across the 188 registered private senior secondary schools in Kwara State (Kwara State Educational Report, 2024). Using a convenience sampling technique, the researcher drew a sample of 10 private senior secondary schools from each of the three senatorial districts of the state (Kwara Central, Kwara North, and Kwara South), giving a total of 30 schools. Ten PTA members were selected from each school, yielding a final sample of 300 respondents. Data were collected using a researcher-constructed instrument titled the Parent-Teacher Collaboration and School Goals Achievement Questionnaire (PTCSGAQ). The instrument comprised two sections. Section A elicited demographic information (gender, educational status, marital status, and occupation), while Section B, divided into six sub-sections, captured items on the forms of parent-teacher collaboration currently practised, the extent of parental involvement in academic and non-academic activities, specific school goals influenced by collaboration, barriers to effective collaboration, and strategies for strengthening collaboration. Face and content validity were established through expert judgement provided by the researcher's supervisor and two other departmental lecturers, who reviewed the items against the study's objectives.

Reliability was determined by administering 30 copies of the instrument to a representative subset of respondents outside the main sample and computing the Cronbach Alpha reliability estimate from the resulting data. Following the receipt of an official letter of introduction from the Department of Educational Management and Counselling, Faculty of Education, Al-Hikmah University, Ilorin, the researcher, supported by trained research assistants, sought the consent of school principals before administering the questionnaire in a structured manner. Research assistants guided respondents where necessary and ensured the proper retrieval of completed instruments. Of the 300 copies administered, 267 (88.3%) were retrieved and used for analysis. Data were analysed using descriptive statistics (mean and standard deviation) to answer the research questions, and inferential statistics, specifically Pearson Product-Moment Correlation (PPMC), to test the hypotheses at the 0.05 level of significance. Mean ratings of 1.50–2.49 were interpreted as low, 2.50–3.24 as moderate, and 3.25–4.00 as high.

RESULTS AND DISCUSSION

Research Question 1: Forms of Parent-Teacher Collaboration

Table 1 summarises the forms of parent-teacher collaboration currently practised in private senior secondary schools in Kwara State.

Table 1. Mean and Standard Deviation of Forms of Parent-Teacher Collaboration Practised

Dimension	Mean	SD	Decision
Parent-teacher frequent communication	3.43	.637	High
Parent-teacher frequency of meeting	2.77	.529	Moderate
Parent-teacher involvement in school activities	3.41	.685	High
Parent-teacher support for academic activities	3.33	.564	Moderate
Overall parent-teacher collaboration	3.24	.604	Moderate

Findings show that frequent communication (mean = 3.43) and involvement in school activities (mean = 3.41) were practised at a high level, while frequency of meetings (mean = 2.77) and support for academic activities (mean = 3.33) were at a moderate level. Overall, parent-teacher collaboration across its four dimensions was moderate, with an average mean of 3.24.

Research Question 2: Level of School Goal Achievement

Table 2. Level of School Goal Achievement in Private Senior Secondary Schools, Kwara State

Indicator	Mean	SD	Decision
Code of conduct clearly communicated to stakeholders	3.75	.789	High
Communication among administrators, teachers and parents is effective	3.98	.496	High
Facilities consistently upgraded to modern standards	3.59	.642	High
School effectively achieves stated goals each academic year	3.55	.845	High
Strong collaboration among administrators, teachers, and parents	3.40	.984	High
Students perform well in internal/external examinations	2.67	.674	Moderate
School reputation within the community	2.55	.568	Moderate
Overall level of school goal achievement	3.15	.653	Moderate

The findings indicate that the overall level of school goal achievement in private senior secondary schools in Kwara State was moderate, with a mean score of 3.15.

H01: There is no significant relationship between parent-teacher frequent communication and goal achievement in private senior secondary schools, Kwara State.

Table 3: Parent-Teacher Frequent Communication and School Goal Achievement in Private Senior Secondary Schools, Kwara State

Variables	N	Mean	SD	Df	Cal. value	r-value	p-value	Decision
Parent-teacher Frequent Communication	267	3.43	.637					
School Achievement	Goal 267	3.15	.653	265	.283		.000	H01 Rejected

Table 3 shows that the calculated p-value (.000) was less than the significance level of 0.05 at 265 degrees of freedom, with a calculated r-value of .283. The null hypothesis was therefore rejected. This indicates that there is a significant positive relationship between parent-teacher frequent communication and school goal achievement in private senior secondary schools, Kwara State, implying that frequent communication between parents and teachers contributes meaningfully to raising the level of school goal achievement.

H02: There is no significant relationship between parent-teacher frequency of meeting and school goal achievement in private senior secondary schools, Kwara State.

Table 4: Parent-Teacher Frequency of Meeting and School Goal Achievement in Private Senior Secondary Schools, Kwara State

Variables	N	Mean	SD	Df	Cal. value	r-value	p-value	Decision
Parent-teacher Frequency of Meeting	267	2.77	.529					
School Achievement	Goal 267	3.15	.653	265	.211		.000	H02 Rejected

Table 4 shows that the calculated p-value (.000) was less than the significance level of 0.05 at 265 degrees of freedom, with a calculated r-value of .211. The null hypothesis was therefore rejected. This indicates that there is a significant positive relationship between parent-teacher frequency of meeting and school goal achievement in private senior secondary schools, Kwara State. Although this was the weakest of the four associations, it confirms that regular meetings between parents and teachers still improve the level of school goal achievement.

H03: There is no significant relationship between parent-teacher involvement in school activities and goal achievement in private senior secondary schools, Kwara State.

Table 5: Parent-Teacher Involvement in School Activities and School Goal Achievement in Private Senior Secondary Schools, Kwara State

Variables	N	Mean	SD	Df	Cal. value	r-value	p-value	Decision
Parent-teacher Involvement in School Activities	267	3.41	.685					
School Achievement	Goal 267	3.15	.653	265	.322		.000	H03 Rejected

Table 5 shows that the calculated p-value (.000) was less than the significance level of 0.05 at 265 degrees of freedom, with a calculated r-value of .322. The null hypothesis was therefore rejected. This indicates that there is a significant positive

relationship between parent-teacher involvement in school activities and school goal achievement in private senior secondary schools, Kwara State, and that such involvement, the second-strongest of the four dimensions, substantially enhances the level of school goal achievement.

H04: There is no significant relationship between parent-teacher support for academic activities and goal achievement in private senior secondary schools, Kwara State.

Table 6: Parent-Teacher Support for Academic Activities and School Goal Achievement in Private Senior Secondary Schools, Kwara State

Variables	N	Mean	SD	Df	Cal. value	r-value	p-value	Decision
Parent-teacher Support for Academic Activities	267	3.33	.564					
School Goal Achievement	267	3.15	.653	265	.202		.000	H04 Rejected

Table 6 shows that the calculated p-value (.000) was less than the significance level of 0.05 at 265 degrees of freedom, with a calculated r-value of .202. The null hypothesis was therefore rejected. This indicates that there is a significant positive relationship between parent-teacher support for academic activities and school goal achievement in private senior secondary schools, Kwara State, implying that academic support from parents, working in tandem with teachers, influences the level of school goal achievement.

Discussion of Findings

The finding that parent-teacher collaboration was practised at only a moderate level is consistent with Epstein's (2018) characterisation of collaboration as a foundational but unevenly realised concept in contemporary education. It also aligns with Hornby and Lafaele (2023), who argue that effective collaboration requires both relational elements, such as trust, and structural elements, such as systems and policies that facilitate regular interaction, elements that may be inconsistently present across private schools in Kwara State. The moderate rating further supports Jeynes' (2015) conceptualisation of collaboration as a continuum, on which many schools may sit closer to basic communication than to fuller participatory engagement, and resonates with Goodall's (2013) observation that collaboration is shaped by societal norms, parental education levels, and trust in school authorities. Similarly, the moderate level of school goal achievement corroborates Isiaka et al. (2022), who found that clearly defined plans, adequate facilities, and organised teaching schedules drive higher goal realisation, areas where private schools in Kwara State appear to be performing only adequately rather than optimally. It also aligns with Nnorom and Olagbaju (2020), who linked stronger goal attainment to active quality-control practices such as supervision and curriculum monitoring, and with Pollard et al. (2014), who framed goal fulfilment as a holistic reflection of a school's overall effectiveness.

The significant positive relationship found between overall parent-teacher collaboration and school goal achievement reinforces Anderson and Anderson's (2010) partnership paradigm, in which schools and families jointly take ownership of children's learning trajectories, and Epstein's (2018) assertion that successful partnerships are nurtured through ongoing dialogue rather than reactive, one-off encounters. The role of digital platforms in sustaining such dialogue, as highlighted by Maxwell (2024), may help explain why schools with more active communication infrastructure tend toward stronger goal attainment. The significant relationship between frequent communication and goal achievement supports Anazia et al. (2025), who emphasise that multi-tiered communication systems, including informal check-ins and structured academic updates, build trust and pre-empt conflict, particularly given the high stakes parents hold in their children's outcomes. It is also consistent with Hornby and Lafaele's (2023) view that effective two-way communication keeps parents informed while giving teachers insight into students' home environments, and with Vellymalay and Devisakti (2020), who caution that generic or bureaucratic communication weakens trust and

disengages parents. The relationship between frequency of meetings and goal achievement, while the weakest of the four dimensions, remained statistically significant, in line with Park and Holloway (2018), who found that regular meetings strengthen mutual trust and create a school climate conducive to goal achievement and with Omenyi et al. (2024), who linked PTA meetings to fundraising and infrastructural support that enhance teaching and learning. The comparatively lower mean for this dimension suggests that, although meetings matter, their frequency in Kwara State's private schools may still fall short of practices observed elsewhere (Gobir, 2011).

Involvement in school activities showed the second-strongest relationship with goal achievement, corroborating Odutayo and Ramsaroop (2023), who associate parental involvement with better attendance, behaviour, literacy, numeracy, and emotional resilience, and Gerdes et al. (2022), who warn that the absence of such involvement can hinder the realisation of institutional objectives tied to examinations, leadership training, and global citizenship preparation. Finally, the significant relationship between support for academic activities and goal achievement is consistent with Epstein (2018), who associates strong family partnerships with higher achievement and improved classroom behaviour, and with Atunde et al. (2023), who found that parents serving on school committees, attending PTA meetings, and volunteering contribute meaningfully to goal attainment. Taken together, the findings affirm that while every dimension of parent-teacher collaboration examined in this study contributes significantly to school goal achievement, the overall depth of collaboration and the level of goal attainment in private senior secondary schools in Kwara State remain only moderate, underscoring room for more deliberate, structured partnership-building.

CONCLUSION

This study examined the nexus between parent-teacher collaboration and school goal achievement in private senior secondary schools in Kwara State, Nigeria. The findings established that both parent-teacher collaboration and school goal achievement were practised and attained at moderate levels, and that a statistically significant, positive relationship exists between parent-teacher collaboration, overall and across its four dimensions of frequent communication, frequency of meetings, involvement in school activities, and support for academic activities, and the attainment of school goals. These results affirm that parent-teacher collaboration is not a peripheral activity but a strategic enabler of institutional effectiveness in private secondary education. On this basis, the study concludes that school administrators should foster stronger, more deliberate partnerships between parents and teachers to drive academic success, prioritising effective communication and joint goal-setting. Schools should likewise develop and implement strategies that promote parental involvement and engagement in school activities and decision-making processes, supported by appropriate training and policy frameworks, to institutionalise best practice in home-school partnerships and thereby strengthen the achievement of institutional goals.

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