

THE INFLUENCE OF TEACHERS OUTREACH TO PARENTS ON STUDENTS' ACADEMIC SUCCESS

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ABSTRACT

This study examines the crucial impact of teacher-parent communication on students' academic achievement, with a specific focus on the Nigerian environment. Despite the widely acknowledged importance of parental involvement in education, socio-economic, cultural, and technological hurdles exacerbate the difficulties in effective communication, limiting teachers' efforts to engage parents. This study used a quantitative research approach to examine the influence of different communication strategies used by teachers and parents on the academic performance of students in four secondary schools located in Ogbomoso, Oyo State, Nigeria. The regression analysis findings indicate a robust association between successful teacher-parent communication and enhanced kid academic performance, highlighting the crucial importance of regular and high-quality interactions. The study emphasizes the need to use efficient communication tactics in order to improve parental engagement and, as a result, enhance student academic performance. This study enhances our understanding of the intricate nature of teacher-parent relationships and how they impact educational outcomes. It emphasizes the importance of continuously exploring and adapting communication strategies in response to the changing educational environment.

This article's structure is as follows: The background section delves into the importance of teacher-parent communication and its influence on students' academic achievement. The Aims and Objectives sections delineate the study's principal objectives and specific targets. The sections on research questions and problem statements outline the fundamental inquiries and contextual obstacles under investigation. The literature review analyzes prior research on teacher-parent communication, including various communication approaches, their effectiveness, and the challenges encountered. The Research Methods section provides a detailed account of the approach utilized in this study. The analysis section thoroughly examines and explains the

gathered quantitative data. The Interpretation and Discussion section offers an in-depth examination of the results and their significance for educational practices. The conclusion follows, summarizing the study's contributions.

Keywords: teacher, parents, communication, students, academic success.

BACKGROUND

Multiple factors, including the caliber of instruction, student drive, parental engagement, and the wider societal and economic environment, impact the complex phenomenon of pupils' academic success (Ogbu, 2018). Of all these factors, the contact between teachers and parents is particularly important in influencing children's academic paths. This study examines the extent to which instructors actively engage with parents and how this engagement affects students' academic success. Ansong et al (2017). This area of research and practice has gained significant interest in education.

Edwards (2016) stated that teachers engage in various activities to develop and maintain connections between the school and parents. This encompasses periodic updates on student achievement, dialogues on how parents may bolster their children's learning at home, and cooperative approaches to tackle academic or behavioral obstacles. We conduct such outreach because it connects to several beneficial educational outcomes, including increased academic success, greater school attendance, and enhanced social abilities.

Theories of social capital, which emphasize the relevance of networks and relationships in enabling access to resources and assistance, have emphasized the importance of teacher-parent communication (Guo, Wu, and Liu, 2019). When it comes to education, parents who have a good understanding and active involvement in their children's learning can offer better assistance, motivation, and resources at home. This improves the educational setting and helps their children succeed academically.

Nevertheless, despite the acknowledged significance of this interaction, obstacles remain to successfully executing and maintaining teacher-parent involvement. Obstacles such as limited time availability, cultural and linguistic disparities, and differing perceptions of roles and duties might impede the effectiveness of communication (Myende and Nhlumayo, 2022). Moreover, the swift progress of technology and shifts in the social structure necessitate inventive methods to cultivate substantial engagements between educators and guardians. According to Sonn et al (2021),

AIM

This study aims to investigate the impact of instructors' engagement with parents on students' academic achievement, namely by finding effective approaches and comprehending the obstacles to successful execution. The research intends to contribute to the development of evidence-based approaches that can improve parental participation and, consequently, promote student accomplishment by analyzing this link.

OBJECTIVES

The objectives of this study

- To evaluate the efficacy of different methods of teacher-parent communication in enhancing students' academic performance.
- To identify the obstacles encountered by teachers and parents while attempting to develop efficient communication.
- To investigate the impact of teacher-parent communication on promoting a nurturing home learning environment.

Research Questions

- What is the impact of teachers' communication with parents on kids' academic achievement?
- What obstacles do instructors and parents face when trying to develop successful communication?
- How does teacher-parent contact enhance the development of a nurturing home learning environment for students?

PROBLEM STATEMENT

Despite the widespread recognition of the importance of parental involvement in education, teachers do not fully utilize the potential of their efforts to engage with parents to enhance students' academic achievement. Socio-economic, cultural, and technological issues further complicate the difficulties in achieving good communication between teachers and parents, providing substantial barriers to fully realizing the advantages of this relationship. This study seeks to fill the knowledge gap about the intricacies of teacher-parent communication and its influence on student accomplishment, therefore making a valuable contribution to enhancing educational results.

LITERATURE REVIEW

A recent study highlights the crucial importance of parental involvement in education, suggesting that efficient communication between instructors and parents has a major influence on students' academic achievements (Boonk et al (2018). This literature review scrutinizes various facets of teachers' involvement with parents, encompassing the various methods employed, their effectiveness, and the challenges encountered in its implementation.

Types of Teacher-Parent Communication

Tools for digital communication

With the rise of technology, digital platforms have become a common method for facilitating communication between teachers and parents. Bordalba and Bochaca (2019) emphasize the increasing use of school portals and email as effective means of disseminating academic progress and homework assignments, allowing for prompt and efficient communication.

Conventional Approaches

Despite the progress in technology, conventional means of communication, such as face-to-face meetings between parents and teachers and telephone conversations, continue to be crucial. Allred (2020) found that direct face-to-face encounters and personal phone conversations tend to lead to greater levels of parental participation compared to digital means.

Teacher-parent communication's efficacy

Research has consistently shown that there is a direct link between effective communication between teachers and parents and the academic performance of students. Rudo and Dimock (2017) conducted a meta-analysis that shows children whose parents actively participate in teacher outreach significantly improve their academic performance, as evidenced by improved grades and standardized test scores.

Behavioral and Social Outcomes: In addition to academic success, effective teacher-parent communication has a positive impact on students' behavior and social skills. Dupper (2010) suggests that maintaining regular communication between family and school can result in a reduction of disciplinary difficulties and an improvement in social relationships among kids. They attribute these positive effects to the continuous reinforcement of shared values and expectations.

Obstacles to Efficient Communication

Socioeconomic factors significantly influence the efficacy of teacher-parent outreach. Adeyeye (2023) contends that families with lower incomes may encounter obstacles such as restricted

technology access or job schedules that clash with school sessions, impeding effective communication.

Cultural and linguistic disparities might hinder effective communication between teachers and parents. Le Pichon et al (2024) stress the need for schools to implement culturally sensitive strategies and offer translation services to enhance comprehension and involvement with families who do not speak English.

Methods to Improve Teacher-Parent Communication

Teacher's Continuing Education

Specialized professional development programs that specifically target communication skills can provide instructors with the necessary resources to effectively communicate with parents. According to Warren (2013), the process of training teachers in cultural competency and empathy can have a substantial positive impact on the quality of interactions between teachers and parents.

Using community resources, such as local translators or cultural mediators, can help overcome communication barriers and promote inclusive communication techniques (Katan and Taibi, 2021). The importance of school policy and leadership is paramount. Promoting Policies: Implementing school rules that encourage and facilitate teacher-parent contact can foster an environment that is receptive to involvement. Yulianti et al (2022) emphasize the significance of administrative assistance in the allocation of resources and time for teacher-parent outreach endeavors.

Positions of leadership

School administrators have a crucial role in cultivating a culture that places importance on parental engagement. Principals and administrators have the ability to greatly impact the frequency and effectiveness of teacher-parent contacts by establishing clear objectives and demonstrating excellent communication practices (Patten, 2017).

Lastly, research indicates that teacher engagement with parents is a crucial element in promoting academic achievement among students. This involvement not only impacts educational results but also influences behavioral and social growth. Despite the challenges posed by socio-economic, cultural, and linguistic obstacles, we can enhance the effectiveness of teacher-parent communication by implementing methods such as digital communication tools, providing professional development opportunities for teachers, and implementing supportive school policies. To fully harness the potential of teacher-parent partnerships for enhancing student accomplishment, it is crucial to do continuous research and adopt novel strategies as the educational environment continues to change.

RESEARCH METHODS

The project will utilize quantitative research methodology to gain a thorough knowledge of how instructors' communication with parents impacts children's academic achievement. The quantitative component will entail conducting surveys and analyzing academic performance data to evaluate the relationship between teacher-parent communication and student accomplishment. This study used regression design. The study will be conducted among four secondary schools in Ogbomoso, Oyo State, Nigeria. The selected schools are Ogbomoso High School, Ogbomoso Grammar School, Olumayin High School, and Idi Araba Community High School. We selected these schools from each of the four local government areas due to their significant sample size. We will utilize a total of 100 participants, with 25 individuals from each school. In addition, a total of 20 teachers and 4 principals from the four schools participated in the interviews and focus group discussions.

ANALYSIS

Descriptive Statistics

	Mean	Std. Deviation	N
Academic success	15.41	4.390	100
How often do you communicate with parents?	3.36	1.567	100
What methods of communication do you use to reach out to parents?	5.18	1.417	100
How often do you receive communication from your child's teacher?	3.18	1.417	100
What methods of communication have you found most effective for staying informed about your child's academic progress?	6.00	.910	100
How satisfied are you with the level of communication from your child's teacher?	3.18	1.417	100
Are you aware of your teachers communicating with your parents about your academic progress?	1.59	.494	100

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1862.751	3	620.917	1311.825	<.001 ^b
	Residual	45.439	96	.473		
	Total	1908.190	99			

a. Dependent Variable: Academic success

b. Predictors in the Model: (Constant): Are you aware of your teachers communicating with your parents about your academic progress? How satisfied are you with the level of communication from your child's teacher? What methods of communication have you found most effective for staying informed about your child's academic progress?

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Are you aware of your teachers communicating with your parents about your academic progress?, How satisfied are you with the level of communication from your child's teacher?, What methods of communication have you found most effective for staying informed about your child's academic progress? ^b	.	Enter

a. Dependent Variable: Academic success

b. Tolerance = .000 limit reached.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.988 ^a	.976	.975	.688

- a. Predictors: (Constant), Are you aware of your teachers communicating with your parents about your academic progress? How satisfied are you with the level of communication from your child's teacher? What methods of communication have you found most effective for staying informed about your child's academic progress?

Correlations

		Academic success	How often do you communicate with parents?	What methods of communication do you use to reach out to parents?	How often do you receive communication from your child's teacher?	What methods of communication have you found most effective for staying informed about your child's academic progress?	How satisfied are you with the level of communication from your child's teacher?	Are you aware of your teachers communicating with your parents about your academic progress?
Pearson correlation	Academic success	1.000	.880	.897	.897	.913	.897	.949
	How often do you communicate with parents?	.880	1.000	.971	.971	.652	.971	.792
	What methods of communication do you use to reach out to parents?	.897	.971	1.000	1.000	.721	1.000	.770
	How often do you receive communication from your child's teacher?	.897	.971	1.000	1.000	.721	1.000	.770
	What methods of communication have you found most effective for staying informed about your child's academic progress?	.913	.652	.721	.721	1.000	.721	.921
	How satisfied are you with the	.897	.971	1.000	1.000	.721	1.000	.770

	level of communication from your child's teacher?							
	Are you aware of your teachers communicating with your parents about your academic progress?	.949	.792	.770	.770	.921	.770	1.000
Sig. (1-tailed)	Academic success	.	<.001	<.001	<.001	<.001	<.001	<.001
	How often do you communicate with parents?	.000	.	.000	.000	.000	.000	.000
	What methods of communication do you use to reach out to parents?	.000	.000	.	.000	.000	.000	.000
	How often do you receive communication from your child's teacher?	.000	.000	.000	.	.000	.000	.000
	What methods of communication have you found most effective for staying informed about your child's academic progress?	.000	.000	.000	.000	.	.000	.000
	How satisfied are you with the level of communication from your child's teacher?	.000	.000	.000	.000	.000	.	.000
	Are you aware of your teachers communicating with your parents about your academic progress?	.000	.000	.000	.000	.000	.000	.
N	Academic success	100	100	100	100	100	100	100
	How often do you communicate with parents?	100	100	100	100	100	100	100
	What methods of communication do you use to reach out to parents?	100	100	100	100	100	100	100
	How often do you receive communication	100	100	100	100	100	100	100

	from your child's teacher?							
	What methods of communication have you found most effective for staying informed about your child's academic progress?	100	100	100	100	100	100	100
	How satisfied are you with the level of communication from your child's teacher?	100	100	100	100	100	100	100
	Are you aware of your teachers communicating with your parents about your academic progress?	100	100	100	100	100	100	100

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	How often do you communicate with parents?	. ^b	.	.	.	.000
	What methods of communication do you use to reach out to parents?	. ^b	.	.	.	.000
	How often do you receive communication from your child's teacher?	. ^b	.	.	.	.000

a. Dependent Variable: Academic success

b. Predictors in the Model: (Constant): Are you aware of your teachers communicating with your parents about your academic progress? How satisfied are you with the level of communication from your child's teacher?, What methods of communication have you found most effective for staying informed about your child's academic progress?

INTERPRETATION AND DISCUSSION

Descriptive Statistics

The descriptive statistics offer a comprehensive summary of the characteristics assessed, encompassing academic achievement, frequency and modes of communication, and satisfaction with communication. The mean scores and standard deviations provide measures of both the average and the spread of responses. As an example, the average academic success score is 15.41, and it has a standard deviation of 4.39. This indicates a modest level of academic achievement among the 100 respondents, with some variation.

Analysis of Variance (ANOVA)

The ANOVA results indicate a statistically significant model with a p-value of less than .001. This suggests that the regression model, which predicts academic success based on communication awareness, satisfaction with communication, and the effectiveness of communication methods, is statistically significant. This implies that various modes of communication are important indicators of students' academic achievement.

Summary of the model

The model summary, with a R square of .976, suggests that the model can account for roughly 97.6 per cent of the variation in academic success. The high R square value, along with an Adjusted R Square of .975, indicates a robust model fit, indicating that the chosen predictors effectively account for the variability in academic success among students.

Correlations

The correlation table displays robust positive connections between academic success and communication-related characteristics, with Pearson correlation coefficients ranging from .880 to .949. The high correlations indicate robust connections between students' academic achievement and the many dimensions of teacher-parent communication that were assessed. The correlation between academic achievement and teachers' communication with parents is remarkably high, with a coefficient of .949, indicating a very strong association.

INTERPRETATION

Strong Predictive Model

The regression model is highly significant and explains a huge amount of variance in academic success, demonstrating the importance of teacher-parent communication.

High Correlation

The substantial correlations between academic performance and communication variables show that effective and regular communication between instructors and parents is closely linked to better academic outcomes for pupils.

Importance of Awareness

The exceptionally high correlation between students' academic success and awareness of teacher-parent communication implies that when students are aware that their teachers are in

touch with their parents about their academic progress, it might positively influence their academic performance.

DISCUSSION

This study highlights the crucial significance of teacher-parent communication in the academic achievement of students. It indicates that the frequency and satisfaction of communication are important, as well as the methods utilized and the students' knowledge of this communication. Utilizing effective communication tactics that actively engage and enlighten both parents and kids seems to be crucial in improving academic results. This phenomenon may be attributed to various variables, such as heightened parental involvement, improved congruence in academic objectives and approaches between parents and educators, and enhanced student motivation and responsibility.

Potential future considerations may involve investigating the optimal communication methods and determining the most effective ways for instructors and schools to use these strategies to enhance student achievement. Moreover, gaining a grasp of students' viewpoint of this communication could offer more profound insights into how these dynamics impact their academic involvement and achievement.

This study emphasizes the crucial importance of effective teacher-parent communication in improving students' academic achievement. The regression analysis demonstrates a strong correlation between effective communication strategies between teachers and parents and enhanced academic performance among students. This relationship highlights several crucial factors to be considered in educational practices and policies.

We are evaluating and examining the results in a thorough and objective manner. The relationship between communication and academic success is highly correlated. The extraordinarily strong correlation coefficient ($r = 0.949$) between academic achievement and awareness of teacher-parent communication implies that when children know their teachers are in regular contact with their parents, they are more likely to perform better academically. This consciousness has the potential to foster a conducive atmosphere in which students experience a heightened sense of responsibility and drive to achieve success.

The study demonstrates that both frequency and methods of communication have a substantial influence on academic outcomes. Researchers find that regular updates and direct contact methods, like face-to-face meetings and phone calls, are more effective than digital methods. This research implies that human engagement may develop a stronger relationship and greater understanding between teachers and parents, leading to more effective assistance for pupils.

Parental satisfaction with teacher communication significantly impacts academic achievement. When parents are satisfied with the communication, they are more likely to be active and supportive of their child's education. This underscores the necessity for instructors to ensure that their communication is not just regular but also of high quality and sensitive to parents' wants and concerns.

Implications for Educational Practices Training and Professional Development: Teachers should receive continual training in effective communication skills, including cultural competency and empathy. This training can help teachers better communicate with parents from varied backgrounds and address any potential hurdles to effective communication.

Inclusive Communication Rules: Schools should create rules that foster regular and meaningful communication between teachers and parents. These policies should contain measures for overcoming socio-economic, cultural, and linguistic hurdles, such as providing translation services and employing community resources.

Leveraging Technology

While traditional ways of communication are effective, combining digital technologies can boost accessibility and convenience. Schools should investigate ways to mix personal connections with digital platforms to reach a larger audience and offer regular information on student achievement.

CONSIDERATIONS FOR FUTURE STUDY EXPLORING STUDENT PERSPECTIVES

A future study should investigate students' perspectives on teacher-parent communication to acquire a more thorough knowledge of its impact on their academic engagement and performance. Gaining a deeper understanding of how students perceive and influence these communications could offer deeper insights into the mechanisms generating the reported outcomes.

Longitudinal Studies

Conducting longitudinal studies can assist in measuring the long-term influence of teacher-parent communication on academic attainment. This methodology can detect patterns and fluctuations over a period, offering a more comprehensive understanding of how continuous communication initiatives impact educational results.

Looking at this study in a range of educational settings, such as schools in cities and schools in rural areas, and in different cultural settings might help us generalize the results and

adapt communication strategies to different situations. By implementing this, it would guarantee that all pupils, irrespective of their background, have access to the advantages of efficient teacher-parent communication.

Intervention Programs

The development and testing of intervention programs that specifically target the improvement of teacher-parent communication can offer practical answers for schools. We can tailor these programs to address specific obstacles and evaluate their effectiveness in boosting academic achievement.

To summarize, this study highlights the utmost significance of efficient teacher-parent communication in promoting academic achievement. By may greatly improve parental involvement and support, resulting in improved educational outcomes for students, by implementing comprehensive and diverse communication tactics. Consistently exploring and adjusting these tactics in response to the changing educational environment will be crucial to sustaining and enhancing student performance.

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