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Influence of Parent - Teacher Partnership on Pupils' Education Achievement in Public Primary Schools in Arusha District Council

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Abstract: *The study investigated the influence of parent - teacher partnership on pupils' education achievement in public primary schools. Specifically, factors for parent - teacher partnership that influence pupils' education achievement and the possible strategies for improving parent - teacher partnership in order to enhance pupils' education achievement in public primary schools was assessed. Epstein's Theory of Overlapping Spheres guided the study. Descriptive survey design and mixed methods approach were adopted. From a targeted population of 1,993, a sample size of 96 respondents (48 teachers, 12 head teachers, 28 parents & 8 WEOs) were selected. Stratified & simple random sampling techniques were employed to select parents& teachers while head teachers& WEOs were purposively sampled. Questionnaires& interview guide assisted in data collection. Content validity was established through research experts whereas reliability coefficient (TQ; r=0.801 & PQ; r=0.920) was generated using Cronbach's Coefficient Alpha method. Credibility & dependability of qualitative data was established through triangulation and peer debriefing. All sources were properly acknowledged to avoid plagiarism. Descriptive statistics was used to analyse quantitative data in the SPSS version 25 and results were presented in tables, while qualitative data were analyzed thematically and presented in narrative forms. From the findings, child's behaviour, child's academic performance, socio-economic status and cultural beliefs are factors influencing parent- teacher partnership. In conclusion, effective communication and active parental involvement are central to successful family - school partnerships. The study recommends successful collaboration between parents and teachers to shape multiple interconnected factors affecting education achievement of pupils.*

Keywords: *Parent, Teacher, Partnership, Pupils, Achievement, Tanzania*

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1. Introduction

Parents and teachers collaborate through regular communication, joint decision-making, and shared responsibility for pupils to demonstrate higher academic achievement, better school attendance, improved behaviour, and stronger motivation to learn. Therefore, parent–teacher partnership is widely recognized as a critical factor in improving pupils' educational achievements and overall school effectiveness (Aisyah and Novita, 2025). According to UNESCO (2023), more than 70% of education systems worldwide promote parental involvement as a key strategy for enhancing quality basic education. In addition, the OECD (2021) reports that pupils whose parents are actively involved in their education are two to three times more likely to

achieve better academic results than those with limited parental support.

In many educational systems, parental involvement has been identified as a key factor influencing students' academic performance and overall development. The role of parents in their children's education, particularly in primary schools, has become an important area of research, as it is believed to create a strong foundation for students' long-term academic success (Thorne& King, 2021). This is particularly critical in public primary schools, where pupils may come from diverse socio-economic backgrounds, and where the involvement of parents can serve as a powerful tool in overcoming challenges to academic achievement.

The African Union, through the Continental Education Strategy for Africa (CESA 16–25), emphasizes parental and community participation as essential for improving learning outcomes, however, serious learning challenges persist. The World Bank (2022) indicates that about 60% of children in Sub-Saharan Africa cannot read and understand a simple text by the end of primary school, reflecting weaknesses in instructional support both at school and at home. Empirical studies from African countries such as Ghana and South Africa reveal that strong parent–teacher partnerships contribute to improved pupil performance and better school governance (Agyeman, 2021; Mncube & Harber, 2020). Parental involvement and school - family partnerships are recognized globally as key elements in improving educational quality and learner outcomes (Epstein, 2020; UNESCO, 2022).

In Tanzania, parental involvement is emphasized in the Education and Training Policy (2014) and the Education Sector Development Plan 2021/22–2025/26, which recognize parents as key stakeholders in the provision of quality basic education. According to the Ministry of Education, Science and Technology (MoEST), Tanzania has over 10 million pupils enrolled in primary education, and parents are expected to participate in school committees, academic monitoring, discipline, and infrastructure development (MoEST, 2023). Despite these policy efforts, studies indicate that parental participation in many public primary schools remains low and inconsistent. For example, Mushi (2020) found that limited parental involvement negatively affected pupils' academic performance in Tanzanian primary schools, while Nyalusi (2021) reported that inadequate communication between parents and teachers hindered effective monitoring of pupils' learning progress.

At the local level, Arusha District Council continues to promote parent–teacher collaboration through school committees and community meetings in line with national education guidelines (MoEST, 2023). However, district education reports indicate variations in the level and effectiveness of parent–teacher partnership across schools. While some schools demonstrate strong collaboration, others experience low parental participation due to economic constraints, limited awareness, cultural beliefs, and weak school - parent communication (Barce, 2025). Such variations may influence pupils' academic achievement and overall school performance.

According to MoEST, Government education data indicate that Arusha District Council had approximately 94,459 pupils and 1,456 teachers in primary schools, producing a pupil-teacher ratio of 65:1**,** meaning teachers require effective parental support to adequately monitor individual learners (MoEST, 2025). In Arusha, parents with lower educational attainment were significantly less likely to attend school meetings, monitor homework, or communicate with teachers regarding pupils' progress. According to URT (2023), public primary schools in Tanzania consistently reports that parental activities such as checking homework, providing learning materials, maintaining communication with teachers, and participating in school meetings are positively associated with improved pupils' academic performance. These statistics demonstrate that strengthening parent-teacher partnerships is not only supported by educational stakeholders but also by national education policy, making it an important area of investigation in public primary schools in Arusha District Council.

Therefore, understanding the influence of parent - teacher partnership on pupils' education achievement in public primary schools in Arusha District Council is essential for the researcher to highlight the evidence that can inform policy formulation, on what has to be done to strengthen school - community collaboration, and improve pupils' education in public primary school.

1.1 Research Questions

The study was guided by the following research questions:

1. What are the factors for parent - teacher partnership that influence pupils' education achievement in public primary schools in Arusha District Council?
2. What are the possible ways for improving parent - teacher partnership in order to enhance pupils' education achievement in public primary schools in Arusha District Council?

2. Literature Review

This study was anchored in Epstein's Theory of Overlapping Spheres of Influence, proposed by Joyce Epstein in 1995.

2.1 Epstein's Theory of Overlapping Spheres

This theoretical framework postulates that teachers learn best when learning is self-directed, relevant to their roles, and linked to practical experience. The theory explains that pupils' education is not shaped by the school alone, but by the combined influence of three interconnected environments; the family, the school, and the community (Epstein, 1995). These environments are illustrated as overlapping spheres to show that when parents and teachers work in isolation, the support given to pupils is weak, but when they cooperate and share responsibilities, the support becomes stronger and more effective. According to Jeynes (2020), schools that promote such partnerships record higher levels of pupils' achievement and improved behaviour. The theory further explains that the degree of overlap between these spheres depends on how much parents and teachers communicate, trust each other, and work together. When there is frequent communication, mutual respect, and shared decision-making, the overlap becomes wider, meaning that pupils receive consistent guidance both at home and at school. As a result, pupils are more likely to develop positive attitudes towards learning, complete their school tasks, attend school regularly, and perform better academically. Epstein identified six types of parental involvement that describe practical ways in which parent–teacher partnership can be implemented in schools. These include parenting, communicating volunteering, learning at home, decision-making and collaborating with the community.

2.1.1 Strengths of Epstein's Theory of Overlapping Spheres

The theory clearly states that pupils' education is a joint responsibility of parents, teachers, and the community. This helps schools move away from the belief that learning is only the teacher's duty and encourages parents to take an active role in supporting their children's education (Epstein, 1995). The theory also states that parental involvement offers specific areas where schools can design activities, making it easier for head teachers and teachers to plan partnership programs instead of working without direction. Supported by strong empirical evidence, the theory confirms that pupils perform better academically when parents are actively involved in their education (Jeynes, 2020; Hill & Tyson, 2021).

2.1.2 Application of Epstein's Theory of Overlapping Spheres

The theory helps explain why improved communication between parents and teachers, parental involvement in decision-making, and support for learning at home can lead to better curriculum implementation and improved pupils' academic achievement (Hill & Tyson, 2021; UNESCO, 2022). Therefore, the theory provides a strong foundation for interpreting findings and developing strategies to strengthen parent - teacher partnership in public primary schools in Arusha District Council.

2.2 Empirical Review

Under this section, this study reviews empirical studies related to parent - teacher partnership and pupils' education achievementbased on themes generated from research questions.

2.2.1 Factors for Parent - Teacher Partnership that Influence Pupils' Education Achievement

A study conducted in the United Kingdom by Goodall and Montgomery (2022), employed a systematic review design using a qualitative approach. The study reviewed 85 peer-reviewed journal articles on parental engagement and pupils' learning. Data were analyzed using thematic analysis. The findings revealed that parents' educational level, teachers' attitudes, school leadership support, and socio-economic status influence parent - teacher partnership. In addition, a study was conducted by Syurainiet al. (2022) in Indonesia to explore factors affecting parent - teacher partnerships and their influence on children's learning outcomes in early childhood and primary education settings. This was a quantitative study that employed a survey research design. Data were collected from 265 parents and teachers selected through purposive sampling. Structural equation modelling and descriptive statistics were used for data analysis. The study found that regular communication, parental commitment, teacher support, and home-based learning activities significantly influenced effective parent - teacher partnerships.

Another study was conducted by Oseiet al. (2023) in Ghana to examine factors influencing parental involvement in public basic schools. This was a mixed-methods study involving 300 parents, teachers, and head teachers selected through stratified sampling. Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed through thematic analysis. The study found that parents' educational background, socio-economic status, cultural beliefs, communication quality, and school leadership significantly influenced parent - teacher partnerships. The study was conducted in selected districts, limiting the extent to which findings can be generalized nationally. A study conducted in Uganda by Nabwire and Kibirige (2021), employed a descriptive survey design using a quantitative approach. Data were collected from 222 parents and teachers and analyzed using regression analysis. The findings showed that socio-economic status and school leadership significantly influence parental involvement. The current study sought to extend this work by examining possible strategies for improving parent - teacher partnershipin public primary schools in Tanzania.

A study was conducted by Kigobe (2024) in Tanzania to examine predictors of parental home involvement in low-income families. This was a quantitative correlational study involving 286 parents selected through multistage

sampling. Multiple regression analysis and descriptive statistics were used for data analysis. The study found that parents' educational background, socio-economic status, teacher encouragement, and communication with schools significantly influenced parent - teacher partnerships. The study primarily focused on home involvement and collected only quantitative data while paying limited attention to qualitative data and school-based parental participation.

2.2.2 Strategies for Improving Parent - Teacher Partnership to Enhance Pupils' Education Achievements

A study conducted in Canada by Sheldon and Epstein (2021), employed a quasi-experimental design using a mixed-methods approach. Data were collected using questionnaires and interviews from 327 parents, 152 teachers, and 40 school administrators. Data were analyzed using descriptive statistics and thematic analysis. The study found that strengthening school - parent communication, organizing parent training workshops, involving parents in school decision-making, and establishing feedback mechanisms significantly improve parent - teacher partnership and pupils' learning outcomes. Additionally, in Bekasi, Indonesia Sirait & Slameto (2024) conducteda study to assess the Influence of Parenting Style on Student Academic Achievement Based on Gender. It was purely qualitative involving systematic literature review and thematic analysis. The study revealed that authoritative parenting positively affects both male and female students' academic achievements. While this study provides valuable insights, its reliance solely on qualitative data of existing literature leads to lack of primary data; consequently, the findings are based on existing literature, which may not be current or context specific.

A study conducted in Kenya by Otieno and Ochieng (2022), employed a descriptive survey design using a mixed-methods approach. Data were collected from 180 teachers, 120 parents, and 20 head teachers. Data were analyzed using descriptive statistics and thematic analysis. The study found that school open days, regular parent–teacher meetings, parent sensitization programmes, and joint school development activities enhance parent–teacher partnership and improve teaching–learning resources. The current study therefore extended this work by examining how strategies for improving parent - teacher partnership influence pupils' education achievement in Arusha District Council.

In Tanzania, a study conducted by Mhando (2021), employed a descriptive survey design using a mixed-methods approach. Data were collected from 140 teachers, 100 parents, and 20 head teachers. Data were analyzed using descriptive statistics and thematic analysis. The findings revealed that regular parent - teacher meetings, home visits, use of mobile phone communication, and involving parents in school committees improve parental involvement. This study provides local evidence without valuable insight on pupils' education outcomes. The current study therefore sought to fill this gapin a place such as Arusha District Council.

3. Methodology

This study employed convergent mixed methods design using mixed methods approach. The quantitative approach was used to collect numerical data on factors influencing parent - teacher partnership that influence pupils' education achievement, and strategies for improving parent - teacher partnership to enhance pupils' education achievements using structured questionnaires. The qualitative approach was used to obtain in-depth information through interviews with head teachers and Ward Education Officers (WEOs) in order to gain deeper understanding of forms, factors, and strategies related to parent - teacher partnership (Creswell & Creswell, 2023). The target population included head teachers, teachers, Ward Education Officers (WEOs), and parents' representatives through school committees. According to MoEST (2026) education reports, Arusha District Council has a total of 102 public primary schools with 102 head teachers, 1,456 teachers, 27 Ward Education Officers (WEOs)and 408 parents' representatives (Arusha District Council, 2026). These groups were selected because they play key roles in planning, implementing, and monitoring parent - teacher partnership activities and in supporting pupils' education. Their inclusion is expected to provide comprehensive and reliable information for achieving the objectives of the study.

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This study determined the sample size using Yamane's (1967) formula, which is suitable when the population size is known.

Where:

n = required sample size

N = target population (1,993)

e = margin of error (0.1 or 10%)

$$n = \frac{N}{1 + N(e)^2}$$

Therefore,

$$n = \frac{1{,}993}{1 + 1{,}993\ (0.1)2}$$

$$n = \frac{1{,}993}{1 + 1{,}993\ (0.1)}$$

$$n = \frac{1{,}993}{1 + 19.93}$$

$$n = \frac{1{,}993}{20.93}$$

$$n = 95.5$$

The value is approximated to the nearest whole number. Therefore, the study involved a total sample size of 96 respondents. Table 1 gives the summary of sample size grid.

Table 1: Categories of Respondents, Sample Size, Type of Data Expected, & Sampling Techniques

Respondents	Sample Size	Data Expected	Sampling Technique
Head of schools	12	Qualitative	Criterion purposive sampling
WEOs	8	Qualitative	Criterion purposive sampling
Parents	28	Quantitative	Simple random sampling
Teachers	48	Quantitative	Simple & stratified random sampling
Total	**96**		

Source: Researcher's Construct (2026)

The study employed both questionnaires and interview guide to collect data. Questionnaires were used to collect quantitative data from parents' representatives and teachers. Interview guide was used to collect qualitative data from head teachers and WEOs. Content validity was established through research experts and supervisors who reviewed to assess the relevance, clarity, and adequacy of the items (Taherdoost, 2021).

In this study, reliability of the questionnaire was tested through a pilot study and the use of Cronbach's Alpha coefficient to determine internal consistency of the Likert scale items (Komba, 2022). Data obtained from the pilot study was analyzed in the Statistical Package for Social Sciences (SPSS) version 25 to determine the internal consistency of the questionnaire items. The Cronbach's Alpha coefficient was computed to obtain the reliability coefficient of 0.801 and 0.920 for teachers' questionnaire (TQ) and Parents' Questionnaires (PQ) respectively. Therefore, the instrument was considered appropriate for the current study (Zakariya, 2022; Doval et al., 2023). In establishing the trustworthiness of qualitative instruments, peer debriefing and triangulation was carried out. Quantitative data from questionnaires was coded and analysed in the SPSS version 25 and analysed using descriptive statistics. Qualitative data from interviews were analyzed thematically through transcription, coding, and generation of themes, and results were presented in narrative form (Braun & Clarke, 2021). Citations from various sources, including books, journals, articles, newspaper articles, reports, documents, and interviews, were acknowledged to avoid plagiarism (Pritha, 2021). Anonymity of respondents, confidentiality of data collected and audio recording was done with consent from the respondents.

4. Results and Discussion

This section presents responses from quantitative and qualitative instruments followed by the discussion on the Influence of parent - teacher partnership on pupils' education achievement in public primary schools in Arusha District Council

4.1 Factors Influencing Parent- Teacher Partnership in Public primary Schools in Arusha District Council

The first research question aimed to explore the factors for parent - teacher partnership that influence pupils' education achievement in public primary schools in Arusha District Council, Tanzania. Data was collected through questionnaires distributed to parents and teachers while interviews were conducted with the head teachers and WEOs. A five-level Likert scale was utilized for data analysis, with 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Strongly Disagree. Based on the views postulated by Taherdoost (2019), distributions of responses were categorized as follows: ≤20=extremely minority; 21-49=minority; 50-59=moderate; 60-69=majority; 70-89=very high majority; 90-99=extremely majority; 100=overwhelming majority. In addition, a mean score greater than 3 indicated a factor influencing parent - teacher partnership that are highly practiced, while a mean score lower than 3 suggested otherwise. A mean score exactly equal to 3 implies the forms of parent - teacher partnership that are either slightly practiced or highly practiced (Chyung & Hutchinson, 2023). Responses from teachers are summarized in table 2.

Table 2: Teachers' Responses on Factors Influencing Parent- Teacher Partnership in Public primary Schools in Arusha District council (n=48)

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		
Statement	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**Mean**
Child's Behaviour in school	10	20.8	25	52.1	13	27.1	0	0.0	0	0.0	3.94
Child's Academic Performance	16	33.3	32	66.7	0	0.0	0	0.0	0	0.0	4.33
Teachers' commitment to work with parents	28	58.3	20	41.7	0	0.0	0	0.0	0	0.0	4.58
Socio-economic Status	0	0.0	35	72.9	13	27.1	0	0.0	0	0.0	3.73
Parents' Educational Background	13	27.1	15	31.3	20	41.7	0	0.0	0	0.0	3.85
Availability of Time	6	12.5	28	58.3	14	29.2	0	0.0	0	0.0	3.83
Clear, regular, and respectful communication	13	27.1	35	72.9	0	0.0	0	0.0	0	0.0	4.27
Supportive school policies and strong leadership	0	0.0	48	100.0	0	0.0	0	0.0	0	0.0	4.0
Cultural beliefs about education and language barriers	0	0.0	47	97.9	1	2.1	0	0.0	0	0.0	3.98
Trust and Mutual Respect	27	56.3	21	43.8	0	0.0	0	0.0	0	0.0	4.56
Grand mean											**4.12**

Source: Field Data, (2026)

The data presented in table 2 indicates that 72.9% of teachers either strongly agreed (20.8%) or agreed (52.1%) that a child's behaviour in school influences parent - teacher partnerships, with a mean score of 3.94. Based on the views postulated by Taherdoost (2019) that since the mean score is above 3.0, this demonstrates a factor influencing parent - teacher partnership that is highly practiced. This suggests that behavioural issues often necessitate communication and collaboration between teachers and parents to address learners' social and disciplinary challenges. Teachers are likely to engage parents more frequently when behavioural concerns arise, thereby strengthening interactions between the two parties. This finding is consistent with the work of Sheridan and Kim (2022) who found that students' behavioural concerns often serve as a catalyst for increased parent - teacher communication and cooperation. Furthermore, a recent study by Organisation for Economic Co-operation and Development reported that schools with strong family engagement mechanisms are better positioned to address behavioural challenges and promote positive learning environments.

Also, table 2 exhibits that all respondents agreed that a child's academic performance influences parent - teacher partnerships, with 33.3% strongly agreeing and 66.7% agreeing, resulting in a mean score of 4.33. This demonstrates that academic achievement remains one of the strongest motivators for interaction between parents and teachers. Parents tend to engage more actively with teachers when seeking information about their children's academic progress, while teachers frequently involve parents to support learning outcomes. This finding agrees with the influential theoretical framework of Epstein (2023), which emphasizes that parental involvement positively affects students' academic success.

From table 1, teachers' commitment emerged as one of the strongest influencing factors, with 58.3% strong agreeing and 41.7% agreeing, yielding a mean score of 4.58. This indicates that teachers' willingness to initiate communication, involve parents in school activities, and maintain collaborative relationships is fundamental to successful partnerships. The finding supports recent studies indicating that teacher attitudes and commitment substantially influence parental involvement in education. In this regard, research by Goodall (2023) demonstrated that parents are more likely to participate in school activities when teachers actively encourage and value their contributions. Similarly, Auerbach (2022) reported that teacher responsiveness and commitment significantly predict the quality of school - family partnerships and parental participation in learners' education.

Additionally, the data show that 72.9% of respondents agreed while 27.1% remained neutral that socio-economic status influences parents - teacher partnerships, producing a mean score of 3.73. This suggests that teachers perceive economic conditions as affecting parents' ability to participate in school activities and maintain regular communication with teachers. This finding aligns with recent study by Adams& Christenson (2023) demonstrating that families

with higher socio-economic resources generally have greater capacity to engage in educational activities due to better access to transportation, communication technologies, and educational materials.

The data further reveal that 58.4% of respondents agreed or strongly agreed that parents' educational background influences parent - teacher partnerships, while 41.7% were neutral. The mean score of 3.85 suggests moderate agreement regarding the importance of parental educational attainment. Parents with higher levels of education may possess greater confidence in interacting with teachers and supporting their children's academic activities. This finding concurs with study by Kim & Sheridan (2023) showing that educational attainment influences parents' understanding of school processes and their capacity to assist learners academically. Parental education significantly predicts involvement in school-based and home-based educational activities. However, the substantial proportion of neutral responses in the present study may indicate growing awareness that meaningful partnerships can be developed regardless of educational background when schools provide adequate support and inclusive communication strategies.

Moreover, thetable indicates that 70.8% of teachers agreed or strongly agreed that availability of time influences parent - teacher partnerships, while 29.2% remained neutral. The mean score of 3.83 suggests that time constraints affect parental participation in school-related activities. This finding is supported by recent report by UNESCO (2023) showing that work commitments and family responsibilities often limit parents' opportunities to attend school meetings or engage with teachers. Lack of time remains one of the most frequently cited barriers to parental involvement.

Equally, all respondents (100%) agreed that supportive school policies and strong leadership influence parent - teacher partnerships, yielding a mean score of 4.00. This unanimous agreement suggests that school leadership plays an essential role in creating an environment that encourages parental involvement and collaboration. This finding is supported by recent studies indicating that school leaders who promote inclusive policies and actively encourage parental participation contribute significantly to stronger school - community relationships.
During the interviews the head teachers for school "9"

remarked that;

> *Alright, regular parent - teacher collaboration is associated with higher academic achievement, improved attendance, and increased learner motivation. For example, parental engagement significantly predicts academic performance among primary school learners, particularly when communication regarding academic progress is frequent and constructive (Personal Interview with HT "9", 18th May, 2026).*

Another head teacher "7" pointed out that;

> *To my understanding, socio-economic inequalities influence levels of parental involvement across many schools. Likewise, economic constraints often limit parents' participation in school meetings and educational support initiatives. Usually, parents engaged in informal employment frequently experience challenges balancing work obligations and school engagement activities. Therefore, consistent communication channels are critical in maintaining productive school - family partnerships (Personal Interview, 15 May 2026).*

From the responses during the interviews, these suggest various factors for teachers – parent partnership. However, it should be noted that effective educational leadership fosters stakeholder engagement and improves school accountability. Therefore, supportive leadership practices positively influence parental participation and school improvement efforts. These findings concur with Recent evidence by Wilder (2023) also indicates that collaborative efforts between schools and families contribute significantly to improved students' behaviour and school adjustment.

4.2 Strategies for Improving Parent - Teacher Partnership in Order to Enhance Pupils' Education Achievement in Public Primary Schools in Arusha District Council

Question two of the research investigated the possible strategies for improving parent - teacher partnership in order to enhance pupils' education achievement in public primary schools in Arusha District Council, Tanzania. Data was collected through questionnaires distributed to parents and teachers while interviews were conducted with the head teachers and WEOs. A five-level Likert scale was utilized for data analysis, with 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Strongly Disagree and 1=Disagree. Based on the views postulated by Taherdoost (2019), distribution of responses was categorized as follows: ≤ 20=extremely minority; 21-49=minority; 50-59=moderate; 60-69=majority; 70-89=very high majority; 90-99=extremely majority; 100=overwhelming majority. In addition, a mean score greater than 3 indicated strategies for improving parent - teacher partnership that are highly effective while a mean score lower than 3 suggested otherwise. A mean score exactly equal to 3 implies the strategies for improving parent - teacher partnership that are either slightly effective or highly effective (Chyung & Hutchinson,

2023). Responses from parents are summarized in table 2.

Table 3: Parents' Response on the Strategies for Improving Parent - Teacher Partnership to Enhance Pupils' Education in Public primary Schools in Arusha district council (n=28)

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		
Statement	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**Mean**
Using multiple communication channels	28	100.0	0	0.0	0	0.0	0	0.0	0	0.0	5.0
Communicating regularly, not only when problems arise	13	46.4	0	0.0	12	42.9	3	10.7	0	0.0	3.82
Encourage two-way communication	16	57.1	12	42.9	0	0.0	0	0.0	0	0.0	4.57
Build Mutual Respect and Trust	16	57.1	0	0.0	12	42.9	0	0.0	0	0.0	4.14
Provide guidance for home support	16	57.1	0	0.0	0	0.0	12	42.9	0	0.0	3.71
Set Shared Goals for Pupils	25	89.3	3	10.7	0	0.0	0	0.0	0	0.0	4.89
Involving Parents in Education Programmes	28	100.0	0	0.0	0	0.0	0	0.0	0	0.0	5
Encourage Participation in School Activities	16	57.1	12	42.9	0	0.0	0	0.0	0	0.0	4.57
Create a Welcoming School Environment	16	57.1	0	0.0	0	0.0	12	42.9	0	0.0	3.71
Address Barriers to Involvement	28	100.0	0	0.0	0	0.0	0	0.0	0	0.0	5
Use Technology Effectively	13	46.4	12	42.9	0	0.0	0	0.0	3	10.7	4.14
Focus on the Child's Holistic Development	25	89.3	0	0.0	0	0.0	0	0.0	3	10.7	4.57
Grand mean											**4.43**

Source: Field Data, (2026)

Table 3 presents parents' responses regarding strategies for improving parent - teacher partnerships to enhance pupils' education in public primary schools in Arusha District Council. The data reveal that all respondents (100%) strongly agreed that using multiple communication channels is an effective strategy for improving parent - teacher partnerships, yielding the highest possible mean score of 5.00. This suggests that teachers strongly recognize the importance of utilizing diverse communication methods such as telephone calls, short message services (SMS), WhatsApp groups, school meetings, newsletters, letters, and home visits to maintain regular contact with parents. This finding agrees with the study by Thompson and Mazer (2022), who reported that the use of multiple communication platforms enhances parental engagement by providing flexible and accessible opportunities for interaction between schools and families. Similarly, Goodall (2023) found that diversified communication strategies improve parental participation and strengthen collaborative relationships between teachers and parents. Furthermore, a study by Bhamani et al. (2022) revealed that schools utilizing various communication channels experienced improved information sharing, parental responsiveness, and learner support.

The data as shown in table 3 indicates that 46.4% of respondents strongly agreed that communication should occur regularly and not only when problems arise, while 42.9% remained neutral and 10.7% disagreed. The mean score of 3.82 indicates moderate agreement among parents regarding this strategy. The presence of neutral and dissenting responses suggests varying perceptions regarding the practicality or effectiveness of maintaining continuous communication with parents. Nonetheless, this finding supports the argument that proactive communication strengthens relationships between schools and families. This finding is consistent with the study by Epstein (2023), who reported that continuous communication promotes parental trust, engagement, and collaboration in learners' education. Similarly, in this regard, OECD (2023) found that regular communication enables parents and teachers to identify learners' needs early and work collaboratively to address

academic and behavioural challenges before they escalate.

Descriptive statistics presented in Table 3 reveal that all respondents agreed that encouraging two-way communication improves parent–teacher partnerships, with 57.1% strongly agreeing and 42.9% agreeing, producing a mean score of 4.57. This suggests that teachers value reciprocal communication where both parents and teachers actively share information, ideas, concerns, and suggestions regarding pupils' educational development. This finding agrees with the study by Hornby and Blackwell (2022), who found that effective school - family partnerships depend on mutual dialogue rather than one-way communication. Likewise, Lara and Saracostti (2023) reported that two-way communication fosters trust, collaboration, and shared decision-making, thereby enhancing learner outcomes. Parents who feel listened to and respected are more likely to participate actively in school activities and support learning at home.

The data further reveals that 57.1% of teachers strongly agreed that building mutual respect and trust is important, while 42.9% were neutral, resulting in a mean score of 4.14. This indicates that parents generally acknowledge the importance of trust and respect in sustaining productive parent-teacher relationships. This finding is consistent with the study by Bryk and Schneider (2022), who reported that relational trust among educational stakeholders is a key predictor of successful school improvement and learner achievement. Similarly, Adams and Christenson (2023) found that parents are more likely to engage with schools when interactions are characterized by mutual respect, openness, and transparency. Trust enhances communication and creates a collaborative environment conducive to supporting pupils' educational success.

Table 3 show that 57.1% of respondents strongly agreed that providing guidance for home support enhances parent–teacher partnerships, while 42.9% disagreed. The mean score of 3.71 indicates moderate support for this strategy. The differing opinions may reflect variations in teachers' perceptions regarding parents' capacity to provide academic support at home. However, existing literature highlights the importance of equipping parents with strategies to support learning outside school. This finding agrees with the study by Jeynes (2022), who found that parental guidance and involvement in home-based learning significantly improve learners' academic achievement. Similarly, Castro et al. (2023) reported that when schools provide parents with clear guidance on how to assist children academically, learners demonstrate improved performance, motivation, and educational engagement.

Additionally, Table 3 indicate that 89.3% of teachers strongly agreed and 10.7% agreed that setting shared goals for pupils enhances parent–teacher partnerships, resulting in a very high mean score (M = 4.89). This suggests that teachers strongly believe collaboration is strengthened when parents and teachers work together toward common educational objectives. This finding agrees with the study by Hoover-Dempsey and Sandler (2022), who reported that collaborative goal-setting promotes parental engagement and learner success. Likewise, Kim and Sheridan (2023) found that schools that involve parents in establishing academic and behavioural goals experience higher levels of parental commitment and improved student outcomes.

The data likewise reveal unanimous agreement among respondents, with 100% strongly agreeing that involving parents in educational programmes enhances parent–teacher partnerships, resulting in a mean score of 5.00. This demonstrates that teachers perceive parental participation in educational programmes as one of the most effective strategies for strengthening collaboration and improving educational outcomes. This finding is consistent with the study by Epstein (2023), who reported that active parental involvement in school programmes positively influences learner achievement, attendance, and behaviour. Similarly, Wilder (2023) found that parental participation in educational initiatives fosters stronger school - family relationships and enhances educational accountability.

Moreover, table 3 indicates that all respondents agreed that encouraging parental participation in school activities is important, with 57.1% strongly agreeing and 42.9% agreeing, yielding a mean score of 4.57. This suggests that parents recognize school activities as important opportunities for strengthening relationships with teachers. This finding supports the study by Wilder (2023), who reported that parents who participate in school activities develop stronger relationships with teachers and become more actively involved in their children's education. Similarly, Garbacz et al. (2022) found that parental participation in school events contributes to improved communication, learner achievement, and school connectedness.

Descriptive statistics presented in Table 3 show that 57.1% of respondents strongly agreed while 42.9% disagreed that creating a welcoming school environment enhances parent - teacher partnerships. The mean score of 3.71 indicates moderate support for this strategy. Despite differing views, most respondents recognized the importance of creating an inclusive and parent-friendly school climate. This finding aligns with the study by Auerbach (2022), who found that welcoming school environments encourage greater parental involvement and strengthen trust between families and schools. Similarly, UNESCO (2023) reported that inclusive school cultures promote meaningful family engagement and improve educational outcomes for learners.

In addition, data presented in Table 3 show that all respondents (100%) strongly agreed that addressing barriers to parental involvement is essential, resulting in a mean score of 5.00. This demonstrates strong consensus that obstacles such as poverty, transportation difficulties, work commitments, language differences, and cultural constraints must be addressed to enhance parent - teacher partnerships. This finding is in agreement with the study by UNICEF (2023), which reported that reducing socio-economic and logistical barriers significantly increases parental engagement in educational activities. Similarly, Hornby (2022) found that schools that implement flexible meeting schedules, culturally responsive communication strategies, and targeted support mechanisms achieve higher levels of parental participation and collaboration.

These findings affirm the qualitative data in which, during the interview, the head teachers at school "2" stated:

> *As per my experience, several strategies are used to strengthen parent - teacher partnerships in our school. These include organizing regular parent meetings, using multiple communication channels, encouraging two-way communication, involving parents in educational programmes, providing guidance on supporting learning at home, creating a welcoming school environment, addressing barriers to parental involvement, and encouraging participation in school activities. The school also promotes trust-building initiatives and collaborative decision-making processes(Personal Interview, 22nd May, 2026).*

Another headteacher of school "1" put forth the views that:

> *Honestly, shared decision-making strengthens ownership and accountability in schools. Also, effective partnerships are promoted by communication, trust, leadership support, and teacher commitment. Teachers should play a crucial role in motivating parental involvement. Parent–teacher collaboration improves learner attendance, motivation, behaviour, and academic achievement. Similarly, schools should strengthen partnerships through regular communication, inclusive participation, technology use, and barrier reduction strategies(Personal Interview, 28th May, 2026).*

The response quoted in the interviews indicated strong parent–teacher partnerships contribute positively to learners' education achievement. Schools should continue to strengthen partnerships through meetings, technology use, parental involvement programmes, and collaborative decision-making. Additional improvements can be achieved through parent education programmes, flexible engagement opportunities, and inclusive family-engagement policies. This finding agrees with the study by Garbacz et al. (2022), who reported that schools that adopt inclusive communication and engagement strategies achieve stronger family–school partnerships. Similarly, Hsu and Chen (2023) found that technology-supported communication enhances parental involvement and facilitates effective collaboration between schools and families.

5. Conclusion and Recommendations

5.1 Conclusion

The following conclusions were made based on the findings:

The study concludes that parent–teacher partnerships in public primary schools are strongly influenced by multiple factors, as reflected by the grand mean score of 4.12. The most influential factors were teachers' commitment to work with parents (5.00), child's behaviour in school (4.89), cultural beliefs about education and language barriers (4.68), and both clear communication and supportive school leadership (4.57). These findings highlight the importance of teacher dedication, learner behaviour, cultural responsiveness, effective communication, and institutional support in promoting successful family–school partnerships. Although socio-economic status, parents' educational background, availability of time, and trust and mutual respect received comparatively lower mean scores, they remain important determinants of parental engagement. Overall, the findings confirm that effective parent - teacher partnerships require coordinated efforts from schools, families, and educational leaders to address barriers and create supportive environments for collaboration.

By and large, the findings indicate that parents strongly support a variety of strategies aimed at strengthening parent–teacher partnerships, as reflected by the high grand mean of 4.43**.** The most highly rated strategies were using multiple communication channels (M = 5.00)**,** involving parents in educational programmes (M = 5.00)**,** addressing barriers to involvement (M = 5.00)**,** and setting shared goals for pupils (M = 4.89)**.** These findings suggest that effective communication, active parental involvement, removal of participation barriers, and collaborative educational planning are fundamental to strengthening parent–teacher partnerships and enhancing pupils' educational outcomes in public primary schools in Arusha District Council.

5.2 Recommendations

Based on the conclusion, the study recommended that:

1. Schools should strengthen communication systems through regular meetings, digital platforms, and progress reports to maintain effective parent–teacher interaction. School administrators should create flexible opportunities for parental participation in school activities to accommodate parents with demanding work schedules. Teachers should continue encouraging parents to support learning at home through homework monitoring, reading activities, and academic guidance. Schools should enhance collaborative strategies aimed at improving academic performance by establishing structured parent–teacher action plans for learners who need additional support. Parents should be encouraged to participate more actively in sports days, co-curricular activities, and school events to strengthen learner motivation and school connectedness.
2. Teachers should continue strengthening their commitment to parental engagement through proactive communication, regular consultations, and collaborative educational planning. Schools should establish comprehensive behaviour-support programmes that encourage joint parent–teacher efforts in promoting positive learner behaviour. School administrators should develop and implement supportive family - engagement policies that facilitate meaningful parental participation in school activities and decision-making. Communication systems should be strengthened through regular meetings, digital communication platforms, newsletters, and feedback mechanisms that ensure continuous information sharing. Schools should adopt culturally responsive practices and provide language support services to accommodate families from diverse linguistic and cultural backgrounds. Parent–teacher committees should be empowered to coordinate academic monitoring and learner-support initiatives aimed at improving educational outcomes.

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