



# Parent-Teacher Associations and Classroom Behaviour Management in Ghana's Coastal Primary Schools: A Theoretical Framework

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## Abstract

Parent-teacher associations (PTAs) in Ghana's coastal primary schools play a crucial role in enhancing classroom behaviour management. PTAs serve as platforms for communication between parents and teachers, fostering a collaborative environment that supports educational goals. This study employs a qualitative approach, focusing on interviews with educators and parents from selected coastal primary schools. Data analysis will utilise thematic coding to categorize responses and identify common practices and challenges. This theoretical framework provides valuable insights into how PTAs can be effectively utilised in coastal primary schools for improving classroom behaviour management outcomes. School administrators should prioritise strengthening PTA structures and engagement with parents, particularly in the coastal regions. This includes organising regular meetings and providing training to enhance communication skills among stakeholders.

**Keywords:** *Africanization, Community Psychology, Social Capital, Cultural Competence, Ethnographic Research, Participatory Action Research, Intersectionality*

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