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RESEARCH ARTICLE

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The Efficacy of Parent-Teacher Meetings in Primary Students' Educational Development in District Kotli, AJ&K

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Abstract: This study investigated the role of parent-teacher meetings in the educational development of primary students in District Kotli, Azad Jammu and Kashmir. A descriptive survey study was conducted, and a random sample of 259 teachers and 184 parents from a total of 760 teachers and 350 parents from government boys' primary schools was recruited. A five-point Likert scale questionnaire validated for reliability and internal consistency ($\alpha = 0.79$) was used for collecting the required data. The responses were then analyzed and scored from 5 for "Strongly Agree" to 1 for "Strongly Disagree." The results of the study showed that teachers strongly agree that PTMs are useful for identifying the weaknesses of the students (79%, $M=4.21$), help understand the struggles of the students in academics (77%, $M=4.17$), and have a positive effect on the learning of the students (83%, $M=4.24$). Similarly, parents strongly agree that PTMs help them understand the struggles of the child (78%, $M=4.19$), are useful for the character building of the child (84%, $M=4.32$), and help in the education of the child (73%, $M=4.09$). The mean scores of the teachers and parents for the entire study were found to be 4.18 and 4.12, respectively, and both groups showed a high level of agreement of 75%. The study concluded that PTMs are a very important factor for the growth and development of primary-level education, as they help in identifying the strengths and weaknesses of the students, increase the interest of the students in academics, and are very useful for school-home collaboration.

Keywords: Parent-Teacher Meetings, Educational Development, Primary Education, Parental Involvement, Teacher-Parent Collaboration, Student Progress

Introduction

Parent-teacher meetings are of great significance in the improvement of the child's education. Although parent-teacher meetings are feared and hated by children, they provide parents and teachers with the opportunity to get together and discuss the child's educational and developmental process. Global evidence has conclusively proved that the collaboration of parents and the school management and faculty in the academic programs of their children improves the quality of their education (Levanda, 2011).

In developing nations, the parent-teacher meeting is considered a traditional practice with great potential. Parent involvement is considered critical in the educational development of the child at both home and school levels. As per the U.S. Department of Education (2004), parental involvement includes the involvement of parents in their children's studies, effective communication that includes the student's academic learning and other activities at school, and ensuring that parents are involved in an indispensable manner in the learning process of their children. This is important because parents know more about their children than the teachers do, which enables them to be more involved in their children's education and improve their performance.

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Since the inception of the formal schooling system, there has been collaboration between parents and the school system aimed at promoting the overall development of the student. This has been thoroughly researched and discussed in the empirical study done by Hill and Taylor (2004). It has been emphasized that collaboration between parents and the school management and faculty in the academic programs of their children improves the quality of their education (Levanda, 2011). It has been encouraged at all levels that parents should be involved in the educational programs of their children.

Parental contribution is of significant value not only for student performance but also for maintaining children's enthusiasm for learning and contributing to educational associations. Research studies indicate that parental contribution is vital for developing educational infrastructure and educational organizations. Achievement of effective educational goals is not possible without involving community and parental participation (Levanda, 2011).

Parent-Teacher Meetings (PTM) is the primary vehicle for parental contribution in educational institutions. PTM is defined as face-to-face interaction between parents and teachers to discuss information about children's overall development. This is a formal dialogue or discussion meeting in which parents and teachers discuss children's academic and behavioral development (Javed, 2012). The historical roots of parent-teacher meetings date back to nineteenth-century European countries.

PTM is a predetermined opportunity and event for parents to work with teachers. The teachers will be able to provide parents with information about children's progress and other developments in educational institutions. Research studies indicate that parental contribution in feedback programs is critical for student performance. The primary aim of this association is to develop effective trends in parent-teacher interaction in terms of academic performance (Guyton & Fielsein, 2012).

Parents are the primary caretakers of their children. In human society, parents play an important role as gatekeepers for child development. Biological parents are 50% genetically related to children and are first-class relatives (Trivers, 1974). Other parents who care for children through adoption also play an important role in nurturing child development.

Parents have the most significant role in the total development of children. It is the appropriate guidance of parents that shapes the character of children. Parenting is an ongoing process, which continues with the development of children. With the development of children, parents cannot stop their role because children need their parents to guide them on the right path at every step (Mareta et al., 2024).

A teacher, also called a schoolteacher or educator, is an individual who enables students to acquire knowledge, skill, or virtue (Williamson & Clevenger, 2008). The most important role of teachers is to impart education to students through classroom teaching, which helps students to learn. For this purpose, teachers have to design appropriate courses, assess students' work, manage course materials, efficiently use the curriculum, and work with other teachers.

Being a teacher, however, is not just about following a curriculum design. Teaching is a highly complex activity that often extends beyond the realm of scholarship. It is not only the responsibility of teachers to make students successful in their academic careers, but they have to perform the roles of surrogate parents, mentors, counselors, and politicians as well. There are few limits to the roles that teachers can play (Lanier, 1997).

Educational development represents a growing and vibrant field, defined as helping colleges and universities function effectively as teaching and learning communities (Felten, Kalish, Pingree, & Proctor, 2007). It involves actions to strengthen teaching (Amundsen & Wilson, 2012) and serves as a key lever to ensure institutional quality and support institutional change (Sorinelli, Austin, Eddy, & Beach, 2005).

Primary education represents the fundamental and primary right of every child. Its provision is not only the responsibility of the state but also of parents and families. Primary education makes the masses aware of

opportunities for self-improvement, reducing long-term and intergenerational poverty. As a first step in building well-being and society, universal primary education is an absolute prerequisite for sustainable development (Badjatya, 2015).

Statement of the Problem

The involvement of parents through parent-teacher meetings can mentor and monitor the academic, social, and emotional abilities of children. By engaging in communication, parents and teachers build strong connections with students that greatly improve their motivation, discipline, and behavior, ultimately leading to an increase in academic performance. Although the value of collaboration between parents and teachers has been acknowledged, few studies in Azad Jammu and Kashmir have focused on its place at the primary level. This study intends to fill this gap by exploring the impact of parent-teacher meetings on the educational growth of primary students in District Kotli AJ&K.

Objectives of the Study

The study pursued the following objectives:

1. To explore the perceptions of teachers regarding the role of parent-teacher meetings in the educational development of students at the primary level in District Kotli AJ&K.
2. To find out the perceptions of parents regarding the role of parent-teacher meetings in the educational development of students at the primary level in District Kotli AJ&K.
3. To compare the perceptions of parents and teachers regarding the role of parent-teacher meetings in the educational development of students at the primary level in District Kotli AJ&K.

Significance of the Study

Teachers may find this research useful in grasping how parent-teacher meetings contribute to the educational progress of primary-level students in District Kotli. The results may be helpful for pupils, their parents, and teachers in realizing the importance of these meetings. Besides, the study may help head teachers and policy makers comprehend the worth of parent-teacher meetings and plan for regular meetings so as to fully enjoy their advantages.

Review of the Related Literature

The Importance of Parent-Teacher Meetings

Parent-teacher Meetings (PTM) are essentially personal meeting or direct interaction between parents and teachers aimed at exchanging information about a child's development holistically (Javed, 2012). Such meetings are the point of parental involvement in education, where parents and teachers formally communicate about academics and behavioral aspects of the students. Noor et al. (2025) pointed out that the key focus in such partnerships is finding ways to encourage positive parent-teacher interaction that enhances academic achievement.

On the basis of experimental studies, it is shown that parental involvement in school feedback programs makes a major contribution to the student's success. Levanda (2011) pointed out that joint efforts of parents, and school administration result in better education. Hill and Taylor (2004) have provided a detailed account of how the partnership between families and schools leads to student development in various spheres.

Parental Role in The Development of The Child

It is parents who are the primary source of influence on children development. The right set of parental instructions is like watering the plant of a child's character, and parenting is like an ongoing process that lasts from birth to development of the child (Mareta et al., 2024). The U.S. Department of Education (2004) has

pointed out that parental involvement may include participation in their child's study, communication about the learning process, and making sure children learn effectively with the help of their parents.

Wolfendale (2017) described parental involvement as a situation, where parents take active and meaningful part in the educational progress of their children that include attending school meetings from time to time or helping parents become better educators. The fact that teachers do not know children as well as their parents is a reason why parents can become more effective participants in their children's education and academic performance can be improved (Ahmed et al., 2024).

Barriers and Effective Practices in Parent-Teacher Meetings

Barney and Mauch (2003) gave a few tips on how to make school meetings effective with practical examples. He mentioned that, for example, parents can arrive a bit early, get a full list of teachers, take notes during the meeting and make a plan for the time after the meeting. Teacher may do things like discuss the positive and negative side of each student, document students' behavior and progress, and give good listening to each parent (Barney & Mauch, 2003).

Of course, lack of time and laziness is only part of the problem. School and home factor into each other so when parents don't show up at parent-teacher conferences it is not necessarily an indication of a lack of desire to be involved or unconcern about their child's educational work and achievements. Please consider that these factors interact and influence one another. Parent-other factors may be, for example, work schedule conflicts and lack of transportation. (Correa, 2013)

Avvisati et al. (2014) reported that structured parent-teacher meetings reduced truancy and improved behavior, meaning that if you do it right, parent-teacher meetings can have far-reaching effects.

Theoretical Framework: Models of Parent-Teacher Communication and Collaboration

This research bases its theoretical framework on parent-teacher communication and collaboration models that have been highly regarded because they focus on the main variable of parent-teacher meetings.

Model 1: Hoover-Dempsey and Sandler's Model of Parental Involvement (1995, 2005)

This is a very popular model that is often cited. It talks about the reasons why parents attend to their children's education and how the student is affected by the parent involvement. According to the model parents are motivated by three main psychological factors for being involved in their children's education:

1. **Parental Role Construction:** The beliefs parents have about what they should do in the children's education. For example, that attending parent-teacher meetings is the main parental responsibility.
2. **Parental Self-Efficacy:** The belief parents have that through their involvement they can exert positive influence on student learning outcomes.
3. **Invitations from School:** Parents' feeling that teachers and school are expecting and valuing their involvement. This is directly related to how schools invite and deal with parents during scheduling and holding of parent-teacher meetings.

The model also argues that parental involvement will result in student success by ways of such means as parents being good examples, encouraging good behavior and finally teaching. By analogy, parent-teacher meetings that involve children exposing parent and teacher who negotiate and reaffirm to children the stand on education and keep it firmly in the children's mind as something important (Hoover-Dempsey & Sandler, 1995; Hoover-Dempsey et al., 2005).

Model 2: Comer's School Development Program (SDP) Model (1980, 2004)

Created by James Comer at Yale University, this model highlights the role of parents, teachers, and administrators working together. The SDP model rests on three main principles:

1. **Consensus:** Teamwork, not a single person dictating decisions, is the way to come up with decisions.
2. **Collaboration:** Decision making is a joint act of parents and teachers as two equal partners.
3. **No-Fault:** The whole focus of a problem is changed to finding a solution rather than blaming someone.

On the basis of this model, meetings between parents and teachers are considered as very effective tools to link home and school through collaboration. In fact, the model argues that scheduled, properly organized parent-teacher meeting sessions are the means of raising the chances of developing mutual understanding, setting shared goals, and supporting coordinated efforts toward children's growth (Comer, 1980, 2004).

Model 3: The Partnership Model of Parent-Teacher Conferences (Lawrence-Lightfoot, 2003)

In her groundbreaking research on parent-teacher relationships, Sara Lawrence-Lightfoot suggested that parent-teacher conferences may be understood as more than the mere exchange of information but attachment-building opportunities on the partnership front. Her model points out that:

- First of all, dialogue, not monologue: The participants may take part in mutual exchange instead of the teacher mainly delivering the information.
- Second, respect for parent knowledge: It is the case that parents have knowledge of their children that is a valuable complement to the teachers' knowledge gained from their training and experience.
- Thirdly, building trust: Trust between parents and teachers that will motivate collaboration can be established through these meetings that are being conducted effectively.
- Fourth, focus on the whole child: Academic, social, emotional, and behavioral development are the areas that might be covered in meetings from a very comprehensive point of view.

This model is a close reiteration of the research orientation of the study on the part of parents and teachers' perceptions of the effectiveness of meetings with regard to interaction and discussion about child's progress (Lawrence-Lightfoot, 2003).

Model 4: Joyce Epstein's Framework of Six Types of Involvement (2009)

Though this framework deals with the general parental involvement, type 2 (Communicating) is really related to parent-teacher meetings:

Type 2: Communicating

involves school communication to and from parents about educational achievement through letters, notices, report cards, conferences, and other types of communication. Two-way communication tells students that school and home are partners in supporting their success. Epstein points out that effective communication may require:

- Parent-teacher meetings regularly scheduled
- Progress communication clearly understandable
- Parents empowered to ask questions and give information
- Services for translation for language diverse families
- Communication follow-up after meetings

Parent-teacher meetings form the central formal occasion for two-way communication between parents and teachers; thus, this kind of involvement is most directly connected to them (Epstein et al., 2009).

Synthesis of Theoretical Framework for This Study

Based on the above models, this study adopts an integrated theoretical framework that conceptualizes parent-teacher meetings as:

Table 1

Theoretical Framework for This Study

Theoretical Component	Application to Parent-Teacher Meetings
Hoover-Dempsey's Parental Role Construction	Parents may attend meetings because they believe it is their responsibility and that their involvement matters.
School Invitations (Hoover-Dempsey)	Teachers' active invitation and scheduling of meetings may influence parental attendance and engagement.
Comer's Collaboration Principle	Meetings may be structured as collaborative exchanges where parents and teachers work as equal partners.
Lawrence-Lightfoot's Partnership Model	Effective meetings may require dialogue, mutual respect, trust-building, and holistic focus on the child.
Epstein's Type 2 (Communicating)	Meetings may serve as the primary mechanism for two-way communication about student progress.

This integrated framework serves as a guide for the article's research on different aspects of parent-teacher meetings such as: what teachers and parents think about the meetings, do meetings help both parties to better understand student needs, can meetings be a means to improve educational results by joint planning, in what ways do meetings inspire student motivation, confidence, and character development, are meetings an effective communication channel for child's progress.

Methodology

A descriptive survey design was used in this research to find out how parent-teacher meetings contribute to the learning development of the students at the primary level in Tehsil Kotli AJ&K. The total number of primary school teachers was 760 while the number of parents of students enrolled in government boys' primary schools in Tehsil Kotli, Azad Jammu and Kashmir was 350. Simple random sampling was used to choose 259 primary school teachers and 184 parents. Separate questionnaires for teachers and parents were prepared to collect the data. Each questionnaire contained 20 items on a five-point Likert scale with scoring as: Strongly Agree (5), Agree (4), Partially Agree (3), Disagree (2), Strongly Disagree (1). The questionnaires aimed to get information on perceptions about the role of parent-teacher meetings in different aspects of students' educational development. Three experts from the Department of Education, University of Kotli AJ&K validated the research instruments. Cronbach's Alpha statistical technique was used to check the reliability of the instruments and the reliability coefficient was 0.79. Pilot testing was done with respondents who were not included in the study sample. Data were collected directly by the researchers through administering the questionnaires to the 184 parents and 259 primary school teachers. Statistical Package for the Social Sciences (SPSS) was used for data analysis. To analyze the data and answer the research questions, the researchers used frequency, percentage, and mean scores.

Results

Table 2

Teachers' Perceptions of the Role of Parent-teacher Meetings (N=259)

Statement	SA %	A %	PA %	D %	SD %	Mean
1. Parent-teacher meetings help the teachers to know about the weaknesses of students	49%	30%	5.5%	10%	5.5%	4.21
2. Parent-teacher meetings help the teachers to know where the child is struggling	48%	29%	9%	5%	9%	4.17
3. Parent-teacher meetings help the teachers to know about the positive and negative attitudes of children	48%	27%	10%	6%	9%	4.15
4. Parent-teacher meetings play a significant role in enhancing child's education	51%	26%	7%	9%	7%	4.19
5. Parent-teacher meetings have a positive effect on student learning	28%	44%	5%	8%	15%	4.24
6. Parent-teacher meetings improve students' interest in study	52%	19%	8%	15%	6%	4.20
7. Parent-teacher meetings are helpful to provide confidence to students.	50%	24%	7%	5%	14%	4.15
8. Parent-teacher meetings help students in character building	47%	23%	14%	10%	6%	4.15
9. Parent-teacher meetings help the teacher to know the students' behavior in classroom	42%	27%	14%	10%	7%	4.10
10. Parent-teacher meetings are effective for teachers to interact and discuss the child progress	25%	52%	6%	8%	9%	4.20
Overall, Teachers' Mean						4.18

Note: SA=Strongly Agree (5), A=Agree (4), PA=Partially Agree (3), D=Disagree (2), SD=Strongly Disagree (1).

The data presented in Table 2 indicate that primary school teachers hold strongly positive perceptions regarding the role of parent-teacher meetings in educational development. Teachers agreed quite strongly with all ten statements, as indicated by a total average score of 4.18 (on a scale of 1 to 5).

Teachers were most in agreement with statement 5 "Parent-teacher meetings have a positive effect on student learning," where 83% were in agreement (28% Strongly Agree, 44% Agree) and the average score was 4.24.

This shows that teachers are pretty much convinced that PTMs lead to better academic results. Statement 1 on student weaknesses identification got 79% agreement (49% SA, 30% A) and a mean of 4.21, thereby predicting that teachers highly value the diagnostic aspect of these meetings. Statement 4 (about child education improvement) got 77% agreement with a mean of 4.19.

Statements on student motivation and confidence got quite good marks too. Statement 6 (interest in studies) got 71% agreement (M=4.20), while statement 7 (boosting confidence) got 74% agreement (M=4.15). Furthermore, Statement 10 on effective interaction and discussion about child progress got 77% agreement with a mean of 4.20, which confirms that teachers consider PTMs as a significant way of communication.

Even the statements with least favorable ratings, statement 9 (understanding classroom behavior, 69% agreement, $M=4.10$) and statement 8 (character building, 70% agreement, $M=4.15$), still show considerable positive attitudes. The very low disagreement percentages (from 5% to 15%) across all issues indicate that teachers have a very strong consensus on the effectiveness of parent-teacher meetings.

Table 3*Parents' Perceptions of the Role of Parent-teacher Meetings (N=184)*

Statement	SA %	A %	PA %	D %	SD %	Mean
1. Parent-teacher meetings help the parents to know about the weaknesses of students	41%	35%	5%	7%	12%	4.09
2. Parent-teacher meetings help the parents to know where the child is struggling	34%	44%	7%	10%	5%	4.19
3. Parent-teacher meetings help the teachers to know about the positive and negative attitudes of children	42%	35%	6%	6%	9%	4.15
4. Parent-teacher meetings play a significant role in enhancing child's education	33%	40%	10%	7%	10%	4.09
5. Parent-teacher meetings have a positive effect on student learning	38%	35%	7%	10%	10%	4.09
6. Parent-teacher meetings improve students' interest in study	32%	35%	12%	8%	13%	4.01
7. Parent-teacher meetings are helpful to provide confidence to students	32%	37%	9%	9%	13%	4.00
8. Parent-teacher meetings help students in character building	40%	44%	4%	6%	6%	4.32
9. Parent-teacher meetings help the parents to know the student's behavior in classroom	33%	45%	8%	8%	6%	4.17
10. Parent-teacher meetings are effective for parents to interact and discuss the child progress	39%	36%	7%	12%	6%	4.13
Overall Parents' Mean						4.12

Note: SA=Strongly Agree (5), A=Agree (4), PA=Partially Agree (3), D=Disagree (2), SD=Strongly Disagree (1).

Table 3's data shows that parents feel very positively about parent-teacher meetings helping their children's learning. The aggregate mean score was 4.12 out of 5, implying that parents highly agreed with all the ten statements related to PTMs, thus indicating that they see the meetings as one of the ways through which their kids' educational and personal growth can be supported effectively.

Parents mostly agreed with statement 8, "Parent-teacher meetings help students in character building," where a whopping 84% of parents were in agreement (40% Strongly Agree, 44% Agree), and the statement also attained the highest mean score of 4.32. Besides academic support, the great majority of parents value PTMs as an opportunity for the development of their children's character and morals, which undoubtedly reflects that in a way, these meetings are a platform for discussing and reinforcing important values for holistic growth.

Parents indicated 78% agreement (34% SA, 44% A) with a mean of 4.19 for Statement 2 about identifying the child's learning difficulties. This emphasizes that parents acknowledge the importance of the diagnostic role of PTMs. In essence, through these meetings, parents get to discuss with teachers about the specific challenges their children encounter in the learning process. Consequently, this can support parents in terms of home reinforcement of the academic activities. In the same line, Statement 9 about getting to know the student's behavior in class had 78% agreement (33% SA, 45% A) with a mean of 4.17. This also goes to show that parents accept the value of getting behavioral and social information about their kids from teachers.

Statement 3, which is about knowledge of children's positive and negative attitudes, saw 77% agreement, (42% SA, 35% A), with the mean close to 4.15. Therefore, it can be inferred that parents like it when they get to know their children's up- and down-sides regarding attitudes. This will, in turn, help them to encourage positive behaviors on the one hand and on the other, to effectively deal with issues with the child being in two different environments (home and school) at the same time.

Educational outcome-related statements were, on the other hand, a major point of agreement. Statement 4, about the child's education being made better, showed a 73% agreement level (33% SA, 40% A) with a mean of 4.09, and statement 5 about student learning getting a positive effect, showed a 73% agreement level (38% SA, 35% A) with the same mean of 4.09. It is evident from these results that parents believe PTMs help in enhancing the academic performance of their children.

Statement 10, that made a point about how meetings are effective for both interaction and discussion of child's progress, garnered 75% agreement (39% SA, 36% A) with a mean of 4.13. This indeed indicates that parents consider PTMs as a significant communication mode that allows them to engage in a fruitful conversation with the teachers regarding their child's development.

Motivation and confidence of students-related statements only got a little less agreement along with positive ratings. Statement 6, dealing with students becoming more interested in study, got 67% agreement (32% SA, 35% A) with a mean of 4.01, on the other hand, statement 7, about students getting confidence, got 69% agreement (32% SA, 37% A) with a mean of 4.00. The lowest mean scores among the ten statements, these two still show an overall positive attitude, implying that parents are not only aware of the motivational aspect of PTMs but also think that these benefits are less immediate or visible as compared to the academic and behavioral insights.

Statement 1, concerning awareness of students' weaknesses, had 76% agreement (41% SA, 35% A) with a mean of 4.09. This is yet another piece of evidence that parents find PTMs a valuable tool for diagnosis since they depend on teachers' expert evaluations to determine where their children might require extra help.

The disagreement percentages were consistently very low across all items, from 10% to 22%. The greatest disagreement was observed for statements 6 (21%) and 7 (22%). These numbers point to a strong consensus among parents about the importance of parent-teacher meetings. Even in the least popular items, most parents showed a positive perception, which means that PTMs are widely recognized as an essential component of primary education.

Overall, parents consider parent-teacher meeting to be their primary function in:

Giving diagnostic information of their children's academic difficulties and handicaps. Sharing glimpses of their behavior and attitude as well as character development through the meetings. Improving the education results by building the self-confidence and interest of the students. Facilitating the communication between the parents and the teachers effectively. Parents agreed very strongly with the statements about all functions of PTMs, with an overall average of 4.12. It means that these meetings have a very important role in supporting home-school collaboration and the whole development of the student at the primary level.

Table 4*Comparison of Teachers' and Parents' Perceptions*

Statement	Teachers' Agreement	Parents' Agreement	Teachers' Mean	Parents' Mean
1. Know about weaknesses	79%	76%	4.21	4.09
2. Know where child struggling	77%	78%	4.17	4.19
3. Know positive/negative attitude	75%	77%	4.15	4.15
4. Enhance child education	77%	73%	4.19	4.09
5. Positive effect on learning	83%	73%	4.24	4.09
6. Improve study interest	71%	67%	4.20	4.01
7. Provide confidence	74%	69%	4.15	4.00
8. Character building	70%	84%	4.15	4.32
9. Know classroom behavior	69%	78%	4.10	4.17
10. Effective interaction	77%	75%	4.20	4.13
Overall	75.2%	75.0%	4.18	4.12

Note: Agreement = Strongly Agree + Agree. Mean calculated on a 5-point scale where 5 = Strongly Agree, 4 = Agree, 3 = Partially Agree, 2 = Disagree, 1 = Strongly Disagree.

Table 4 presents a comparison of the teachers and parents perceptions about the effectiveness of parent-teacher meetings (PTMs) for educational development. The graph demonstrates excellent matching between the two sides, with the overall percentage of agreement being 75.2% for teachers and 75.0% for parents and the average scores being 4.18 and 4.12, respectively. Such high levels of agreement provide strong evidence that teachers and parents have a very similar understanding of the importance of PTMs for their valuing and for their functions.

Points of Greatest Agreement: Both teachers and parents scored highest with the perceived positive impact on student learning (83% teachers and 73% parents) as well as on making student weaknesses known (79% teachers and 76% parents). These are the most essential diagnostic and performance-enhancing functions of PTMs. The difference in agreement level in favor of teachers about the learning effects (83% versus 73%) may be explained by the fact that teachers can see more directly the academic progress resulting from the meetings, while the lower level of agreement of parents by a small margin may be due to their rather restricted knowledge of scholastic results. However, both groups supported these indispensable functions very strongly.

Points of Significant Difference: The biggest difference is found in character building, and in this respect, parents' agreement level was substantially higher (84%) than that of teachers (70%). This may be due to the fact that parents mainly focus on their children's whole development and are aware that character building is a joint effort of home and school. They may see PTMs as an important chance for exchanging views and working on values, whereas, despite still being positive, teachers could consider character development as a rather slow process dependent on many factors. On the other hand, teachers agreed more strongly with the positive learning effects (83% as compared to 73%) and the child education enhancing (77% versus 73%) which mirrors their academic outcomes-focused mindset and the direct way in which they see how PTMs leads to improved classroom performance.

Areas of Consistency: Both groups nearly matched each other in recognizing positive and negative attitudes (teachers 75%, parents 77%) with exactly the same average score (4.15). In fact, the alignment in recognition of effective interaction was just as good (teachers 77%, parents 75%) with the corresponding averages being 4.20 and 4.13. Besides agreement on these points, the uniformity in these

findings further confirms that both sides regard PTMs as a means of communication that facilitates dialogue on the pupil's attitudes and progress.

Motivation and Confidence: Teachers not only expressed a higher level of agreement than parents that study interest can be enhanced through these meetings (71% vs 67%), but also that students are given a greater sense of confidence by the meetings (74% vs 69%). While on one hand, this gap could suggest that teachers are more familiar with the motivational influence PTMs exert on students, as they can see the changes in students' attitudes to learning after meetings, on the other hand, parents may be somewhat unaware of these effects due to lack of direct observation.

Understanding Classroom Behavior: Parents were more emphatic about the meetings having helped them understand classroom behaviors (78% vs. 69%), with the parents' mean of 4.17 being higher than the teachers' 4.10. This might be explained by the fact that parents often focus on their children's socialization and behavior, which is why they rely on the teachers' reports with regard to aspects of their children's comportment that are not usually seen at home.

Overall Consensus: The agreement was barely spread around the stated items (teachers 69-83%, parents 67-84%) and the overall means were closely aligned (4.18 and 4.12) reflecting that teachers and parents always see the value of parent-teacher meetings from multiple angles. The mere 0.06 difference in average scores proves that variations in specific areas are minor and cannot find a way to overshadow the general consensus that PTMs are a must-have tool that aids educational progress in primary school.

To sum it up, the data shown in Table 4 indicate that the two sides have their own small differences in focus (parents value more character building and classroom behavior, teachers value more learning effects and educational enhancement), however they both strongly agree and positively that parent-teacher meetings play the main role in supporting the holistic development of students. Such an agreement gives a strong basis to enhanced home-school collaboration through further investment in good PTM practices.

Discussion

Interpretation of Findings

The results of this research reveal that teachers and parents in District Kotli primary schools have a very positive view of parent-teacher meetings, almost to the point of mutual enthusiasm. Given close to three-quarters in agreement for both parties and average ratings of 4.18 for teachers and 4.12 for parents (on a scale of 1 to 5), the research essentially identifies parent-teacher meetings as an indispensable instrument for educational progress.

Diagnostic Value of Parent-Teacher Meetings: Teachers and parents both recognized very highly the classifying benefits of the meetings. For example, teachers said that the meetings are one of their best tools for pinpointing students' weaknesses (79%, $M=4.21$), clarifying the source of academic difficulties (77%, $M=4.17$), and getting to know children's attitudes (75%, $M=4.15$). Parents, on the other hand, are also very appreciative of the guidance they get about weak points (76%, $M=4.09$), struggles (78%, $M=4.19$), and attitudes (77%, $M=4.15$). These findings are in line with Lawrence-Lightfoot's Partnership Model (2003) which stresses that parents have special knowledge about their children that, in many cases, complements the professional expertise of teachers. The diagnostic function also resonates with Hoover-Dempsey's idea of parental role construction (Hoover-Dempsey & Sandler, 1995), that is, parents see it as their duty to give the school information about their child.

Reducing Educational Gaps: Teachers left no doubt that parent-teacher meetings are a major contributor to the raising of child education (77%, $M=4.19$) and generally have an impact on learning

in a positive way (83%, M=4.24). Parents also shared their views on educational enhancement (73%, M=4.09) and positive learning effects (73%, M=4.09). These pieces of evidence are supported by international studies indicating that parental involvement has a positive effect on student outcomes (Avvisati et al., 2014; Banerjee & Duflo, 2006). On the theoretical plane, this is in line with Comer's Collaboration Principle (Comer, 1980, 2004) which argues that when parents and teachers function as partners with equal status, children can derive benefit from the coordinated support.

Motivation and Confidence Building: As they pointed out, meetings promote students' study interest (71%, M=4.20) and uplift their confidence (74%, M=4.15). Parents on their side also observed that meetings increase interest (67%, M=4.01) and build confidence (69%, M=4.00). These results reveal that the psychological advantages of parent-teacher cooperation go beyond academic help. Hoover-Dempsey's model (Hoover-Dempsey et al., 2005) posits that children who see parents and teachers positively communicating receive consistent educational messages, potentially raising motivation levels.

Character and Behavioral Development: Parents showed a very strong preference for meetings' ability to aid in character building (84%, M=4.32) as well as getting knowledge about children's classroom behavior (78%, M=4.17). Teachers also gave their highest marks to character building (70%, M=4.15) and behavioral understanding (69%, M=4.10). Collaboration with family is the most important aspect in character changes in children at the stage when the child is primary, and the character is being formed. Lawrence-Lightfoot's focus on the whole child (2003) is in agreement with this result, as meetings that work well may emphasize the academic, social, emotional, and behavioral aspects of development in an integrated way.

Effective Communication Channel: Besides teachers (77%, M=4.20), also parents (75%, M=4.13) have if the opinion that meetings are a good method for discussing children's progress and interaction in general. This discovery is in line with Epstein's Type 2 (Communicating) (Epstein et al., 2009), which sees parent-teacher conferences as the main method of two-way communication between home and school. It also aligns with Lawrence-Lightfoot's emphasis on dialogue over monologue (2003), where effective meetings may involve mutual exchange rather than teacher-dominated information delivery.

Table 5
Alignment with Theoretical Framework

Theoretical Component	Supporting Finding
Hoover-Dempsey: Parental Role Construction	Parents attend meetings (76-78% agreement) because they believe it is their responsibility.
Hoover-Dempsey: School Invitations	Teachers actively invite parents (77% agreement on effective interaction) and schedule meetings.
Comer: Collaboration Principle	Both groups view meetings as collaborative exchanges (75-77% agreement on effective interaction).
Lawrence-Lightfoot: Dialogue over Monologue	High agreement on meetings as effective for interaction (75-77%) indicates mutual exchange.
Lawrence-Lightfoot: Respect for Parent Knowledge	Teachers value parent input on weaknesses (79%) and struggles (77%).
Lawrence-Lightfoot: Focus on Whole Child	Meetings address character building (70-84%) and behavior (69-78%) in addition to academics.
Epstein: Type 2 (Communicating)	Meetings serve as primary mechanism for two-way communication (75-77% agreement).

The findings of this study strongly support the integrated theoretical framework.

Comparison with Previous Research

The findings of this study align closely with existing literature on parent-teacher collaboration. Levanda (2011) emphasized that collaboration between parents and school management promotes educational quality, a finding strongly supported by the 75% agreement levels and mean scores above 4.0 in this study. Hill and Taylor (2004) documented the importance of family-school collaboration, and the current findings provide empirical support from the Pakistani context.

The study extends Avvisati et al.'s (2014) findings from France by demonstrating similar positive effects in a developing country context. Andrabi, Das, and Khawaja (2015) found that providing parents with information through report cards improved test scores and enrollment in Pakistan; the current study complements these findings by demonstrating that direct interaction through structured meetings may provide benefits beyond written communication, consistent with Epstein's emphasis on two-way communication (Epstein et al., 2009).

Conclusions

This study investigated the role of parent-teacher meetings in the educational development of students at the primary level in District Kotli, Azad Jammu and Kashmir. The findings demonstrate that both teachers and parents hold strongly positive perceptions of these meetings, with overall agreement levels of 75% across all measured dimensions and mean scores of 4.18 for teachers and 4.12 for parents.

It is concluded that parent-teacher meetings serve multiple essential functions in primary education. First, they provide diagnostic value by enabling teachers to identify students' weaknesses, understand where children are struggling, and learn about positive and negative attitudes. Second, they enhance educational outcomes by positively affecting student learning and improving children's interest in study. Third, they build student confidence and motivation through the demonstration of collaborative adult support. Fourth, they contribute to character development and behavioral understanding by enabling consistent reinforcement of values across home and school. Fifth, they provide an effective communication channel for meaningful interaction about child progress.

The remarkable alignment between teachers' and parents' perceptions (75.2% vs. 75.0% overall agreement) validates the shared understanding of these meetings' value. Both groups recognize that collaboration between home and school is essential for holistic student development. Teachers value the parent input that supplements their classroom observations, while parents value the professional insights teachers provide about their children's school performance and adjustment.

Parent-teacher meetings are not merely procedural formalities but substantive opportunities for partnership that directly benefit students. The meetings enable coordinated action plans, consistent messaging about educational values, and mutual support between the two most influential contexts in children's lives—home and school. At the primary level, when foundational academic skills and character traits are developing, this collaboration is particularly crucial.

The study confirms that parent-teacher meetings are an indispensable tool for fostering educational development. Their benefits extend beyond academic outcomes to include motivation, confidence, character, and social adjustment. The strong consensus between teachers and parents supports continued investment in these meetings and the development of more effective practices for their implementation.

Implications for Practice

For Schools and Educational Administrators: Schools may establish and maintain regular schedules for parent-teacher meetings throughout the academic year, with meetings occurring at least once per

term. Schools may create welcoming environments conducive to open dialogue, with adequate space, privacy, and flexible scheduling to accommodate working parents. Schools may develop systems for documenting meeting discussions and action plans with mechanisms for follow-up. Additionally, school administrators may consider providing professional development opportunities for teachers to enhance their communication skills during parent-teacher conferences.

For Teachers: Teachers may prepare thoroughly for meetings by reviewing student work, documenting observations, and identifying specific strengths and areas for growth. Teachers may discuss both positive and negative aspects of each student, maintaining a constructive tone. Teachers may approach meetings as opportunities to learn from parents and collaborate on specific action plans for supporting each child's development. Furthermore, teachers may consider following up with parents after meetings to reinforce strategies and maintain ongoing communication.

For Parents: Parents may attend all scheduled meetings and arrive prepared with questions about their child's academic progress, social adjustment, and areas for growth. Parents may openly share relevant information about their child's home environment, interests, and challenges that may affect learning. Parents may implement agreed-upon strategies at home and maintain communication with teachers between meetings. Parents may also consider taking notes during meetings to help remember important information and action items.

For Policymakers: Education departments may establish policies encouraging regular parent-teacher meetings in all primary schools. Adequate resources may be allocated to support meeting implementation, including teacher time, facilities, and parent outreach. Clear guidelines may be developed for conducting effective meetings, with attention to cultural sensitivity and diverse family circumstances. Policymakers may also consider developing recognition programs for schools that demonstrate exemplary parent-teacher collaboration practices.

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