



RESEARCH PAPER

Exploring Teachers' Perspectives on PTM Effectiveness for Students Achievement at Primary Level

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ABSTRACT

Parental participation in the form of Parent-Teacher Meetings (PTMs) is an important factor enhancing students' academic achievements, particularly at the primary level. The current quantitative research explores teachers' viewpoints regarding the efficacy of PTMs in increasing student achievement. The data were gathered using structured questionnaires from 60 primary school instructors and 60 learners from ten public and private institutes in the city Sialkot. The study was concentrated on six important dimensions of parental involvement, i.e., communication with teachers, homework help, parental expectations, supervision and monitoring, school activities, and home environment. The data were examined using both descriptive statistics (including mean, median, and mode) and inferential statistical methods. The research results show that the majority of teachers view PTMs as effective in enhancing the performance of students, especially when parents have regular contact and are actively interested in educating children. Nevertheless, low levels of parental participation and absence of follow-up activities at home were among the frequent issues encountered. The research highlights the necessity of enhancing the PTM process to ensure appropriate school-home collaboration and enhance learning achievements at the primary level.

KEYWORDS Student's Achievement, Parent-Teacher Meeting (PTM), Teacher's Point Of View, Parent Engagement, Primary Education

Introduction

Student achievement in primary education is greatly influenced by strong partnerships between families and schools. Parent-Teacher Meetings (PTMs) serve as formal avenues for fostering collaboration and open communication between educators and parents. These meetings are particularly vital at the primary level, where children begin to form the academic habits and social behaviors that lay the foundation for future success (Epstein, 2001; Kraft & Dougherty, 2013 Muzaffar & Javaid, 2018). Through PTMs, teachers provide feedback on academic progress and behavior, while parents contribute insights about the home environment, allowing for a more holistic understanding of the child's development (Choudhry, et. al., 2016; Henderson & Mapp, 2002). Research highlights that consistent communication and parental participation lead to better educational outcomes and enhanced student engagement (Fan & Chen, 2001; Hill & Tyson, 2009).

Parental involvement at the early stages of education has been shown to significantly improve students' motivation, academic performance, and emotional development. When families engage by assisting with schoolwork, attending meetings, and setting academic expectations, children tend to show increased confidence, better time management, and higher achievement levels (Amato & Keith, 1991; Desforjes &

Abouchaar, 2003). In addition, involved parents model the importance of education, positively influencing students' attitudes and long-term aspirations (Jeynes, 2012; Wilder, 2014). Henderson and Mapp (2002) emphasize that students whose parents are actively involved tend to have better attendance, stronger language development, and improved behavior. Similarly, Goodall and Montgomery (2014) argue that meaningful home-school partnerships promote both academic and socio-emotional well-being in young learners.

Despite these benefits, schools often face challenges in ensuring effective PTM implementation. Teachers report obstacles such as low parent turnout, limited follow-up on shared action points, and cultural or linguistic barriers that hinder communication (Hornby & Lafaele, 2011; Hoover-Dempsey & Sandler, 2005). Adding to the above limitations, the possibility of PTMs is further limited in developing countries such as Pakistan due to structural factors like overcrowded classrooms, no training, and illiterate parents (Aslam & Kingdon, 2011; Rehman et al., 2015). Teachers are on the frontline and directly know the impact of family participation in school performance or lack of it. Their views can give good suggestions in enhancing engagement strategy, modifying PTM format, and making such meetings fulfill their objectives effectively.

This research project is an attempt to study the views of primary school teachers in Sialkot, Pakistan, on the effects of PTMs on enhancing academic performances of the students. Since teachers are considered to be the principal facilitators of these interactions, their experiences should help determine strengths and any existing gaps in current practices. Although PTMs are normal in most schools, they have varying effects which are related to the participation rate of the parents and the quality of the communication made during such sessions (Epstein, 2011; Jeynes, 2007). Centered around teacher feedback, this study will be able to come up with practical recommendations that will see home-school partnerships become even stronger and consequently lead to better student performance.

This study comprises five parents involvement dimensions; parents communicating via PTMs, education support in homework completion, parental ambitions, supervision, and academic activity participation. These elements are shown by the previous research to be the most important factors linked to student success (Fan & Chen, 2001; Wilder, 2014; Hill & Tyson, 2009). The research objectives are to assess how teachers perceive each of these areas and their influence on student achievement. Ultimately, the study seeks to inform policies and practices that strengthen parental engagement at the primary level, fostering an environment where children can thrive academically and emotionally.

Literature Review

Parental involvement in education, particularly during the formative primary school years, has consistently been recognized as a powerful determinant of students' academic success. Several studies have demonstrated that when parents take an active role in their learner's learning—whether by Taking part in meetings with teachers (PTMs), when parents help with homework or stay in regular contact with teachers, students tend to demonstrate improved levels of motivation, better academic performance, and improved school attendance (Fan & Chen, 2001; Hill & Tyson, 2009; Utami, 2022). This chapter synthesizes theoretical frameworks and empirical studies that frame the current research, while also identifying the gaps that this study seeks to address.

Theoretical models such as Epstein's Parental Involvement Framework (1995) lay a foundational awareness of the complex aspects of parental involvement. Epstein categorizes involvement is divided into six categories parenting, communication, volunteering, learning at home, taking part in decision-making, and community cooperation. These dimensions highlight how engagement extends beyond school visits to include emotional and academic support at home (Xu, Wang, & Du, 2020). Similarly, In his 1979 Ecological Systems Theory, Bronfenbrenner emphasizes the significance of interconnected levels of influence on a child's development especially the microsystem and mesosystem, which include parental and school relationships. According to this model, parent-teacher relations in such systems promote student learning directly (Toropova, Myrberg, & Johansson, 2021).

The Social Learning Theory of Vygotsky (1978) further points out the role of paternities as being of essence in developing the cognitive aspect of a kid through interpersonal interaction. The concept of Zone of Proximal Development (ZPD) makes it clear that with help the parents can provide a child with, e.g., assistance with homework, they can fasten their effects of learning (Seabra et al., 2021). Collectively, these concepts suggest that PTMs can be valuable forums of supporting and guiding this type of support.

Empirical studies show positive connections that exist between the relationships between parent involvement and student achievement. Research has shown that children with involved parents achieve more and are also bound to pursue their education into the future than children with uninvolved parents (Jeynes 2005, 2012; Henderson and Mapp 2002). Frequent parent-teacher correspondence is necessary; the same source suggests that it will help the positive behavior in classes, raise their motivation, and shared academic goals (Gentili et al., 2020). Hill and Tyson (2009) have set parental supervision (checking the homework or inquiring about school life activities) as a crucial determinant of the grades.

It has also been found out that the academic motivation and sense of self-worth in a child can be enhanced through PTMs and annual parties the child is involved with in schools (Hornby & Lafaele, 2011). Baumrind's (1991) study on parenting styles also highlighted the connection between authoritative parenting—which balances warmth and discipline—and improved academic attainment. Similarly, early cognitive and literacy development is facilitated by a home setting that is abundant in educational resources and positive reinforcement (Sénéchal & LeFevre, 2002).

Despite these advantages, parental involvement is hampered by a number of obstacles. Economic constraints, long work hours, limited educational backgrounds, and a lack of awareness about engagement strategies are key obstacles, particularly in low-income households (Goodall & Montgomery, 2014; Duxbury et al., 2021). Additionally, variations in school outreach and communication effectiveness influence the degree of parental participation (Casillas, Brown, & Levinson, 2020). Iglesias-Sánchez and Sánchez (2020) suggest that when schools actively Engage parents in the process of making decisions, student outcomes improve significantly.

Nevertheless, contradictions and gaps in the literature remain. Some studies report that excessive parental control can lead to anxiety and reduced autonomy in students, potentially undermining their academic confidence (Patall, Cooper, & Robinson, 2008). Furthermore, there is a dearth of context-specific research in South Asian nations like Pakistan because the majority of previous studies were carried out in

Western environments. Given the variations in family structures, educational systems, and socioeconomic dynamics, this absence is noteworthy (Shad et al., 2019). Additionally, there aren't many research that simultaneously look at teachers' and students' perspectives on PTMs, which leaves us with an incomplete grasp of how beneficial they are.

The current study provides a localized and dual-perspective investigation of PTM effectiveness in Sialkot, Pakistan, covering both public and private school settings, in order to overcome these constraints. This paper provides a logistically and contextually, statistically supported explanation of parental participation because a quantitative data on parental participation provided by the instructor and the students through well-formulated Likert-scale questionnaire was available. Its methodology is in line with the suggestions of other authors such as Valverde-Berrocoso et al. (2020) who base their arguments regarding parental involvement on the use of a standardized, quantitative measurement tool to determine the impact of parental involvement.

The spending of parent-verified funds on early learning is not markedly relevant in Pakistan, according to the latest findings. Ashfaq, Sami, and Yousaf (2024) do note a strong positive association between organized parent teacher association (especially the use of PTMs and pre school meetings) and the academic performance of preschool kids students in Lahore exclusive schools. Complementing these findings, Yasin, Ahmad, and Irshad (2024) found that in Khyber Pakhtunkhwa, parental involvement significantly improved primary students' behavioral adjustment—reducing externalizing and hyperactive behaviors, which are vital prerequisites for learning. Together, these studies affirm that engagement before formal schooling and sustained behavior support at primary levels critically influence educational outcomes.

From the perspective of teachers in public sector primary schools, low parental involvement remains a key concern. Chachar, Buriro, and Qureshi (2024) found that teachers in Sindh perceive minimal parental engagement in school activities, which correlates with poorer academic performance among early learners. Alam, Hayat, and Ahmad (2023) similarly explored the effectiveness of Parent-Teacher Councils (PTCs) in government schools of Swabi and found that active councils were linked with improved student attendance and school operations, though still constrained by low functional participation. Waning participation thus emerges as both an institutional and pedagogical barrier compromising PTMs' intended impact.

Quantitative inquiries using Epstein's framework have also offered insights into involvement dynamics. Rizwan (2023) applied a revised six-dimension parental involvement model across public and private elementary schools in Karachi and found strong positive correlations with student achievement—but also noted that these frameworks require adaptation to local realities (e.g. literacy levels, socioeconomic status). Moreover, Raza and Iqbal (2023) used grounded theory with primary-level parents in Pakistan to explore long-term educational involvement and recommended context-sensitive involvement mechanisms for sustained academic benefit. These studies collectively emphasize that although involvement frameworks can predict outcomes, contextual adaptation remains essential.

Finally, systemic data from UNICEF underscores broader challenges at scale: only about 30% of parents in Pakistan engage in school activities, with many participation barriers including limited time, low literacy, and weak communication pathways between schools and families. The UNICEF "Walidain Hum Qadam"

initiative, which revamped PTMs through digital and peer-led platforms in six provincial cities, reported increased PTM attendance from baseline to full participation, with concurrent improvements in digital literacy and classroom environment perception among teachers and parents. This large-scale intervention highlights the potential of structured and digitally enabled PTMs to enhance both involvement and student outcomes.

In conclusion, the body of research strongly supports the importance of parental participation through PTMs in promoting academic success, but it also points to the need for more data-driven, regionally focused research. By examining how communication, supervision, academic support, and emotional encouragement affect students' academic results using validated theoretical models and concentrating on elementary education in Sialkot, the current study closes this gap. The aims of these observations are that school practices and educational policy will be influenced in more constructive directions, regarding parent-teacher cooperation, at the elementary level.

Material and Methods

The methodology chosen in order to conduct the research is literary related to the quantitative approach and was intended to study the issue of the level of family involvement, in particular the implementation of Parent-Teacher meetings (PTMs) into studying progress of primary school pupils. Such a choice was made due to the possibility of collection and analysis of numerical data in an objective and structured way and thus the researcher will be accurately and statistically identifying patterns, correlations, and interactions amid the variables. To equip information of a study group of 120 residents (60 primary teachers and 60 learners of government and private schools in the town of Sialkot, Pakistan), the researchers resorted to structured Likert-scale questionnaires. An integrated view of the effectiveness of PTMs in enhancing the performance of students was facilitated by the engagement of both the teachers and students.

The six key areas of the questionnaire, parental expectations and goals, parental supervision and monitoring, helping with homework and involving themselves with the teacher, communicating with the teacher, attending school activities as well as the effects of the parenting styles and the home atmosphere were the points of development. Each of the aspects was measured using 4 items thus ensuring that nothing was left untapped. The selection of a survey procedure based on standardized Likert-scale questions was justified by the need to maintain consistency, objectivity, enforceability of different question patterns and individual school and group responses. This enabled the collection of a wide lattice of data in the given time.

Stratified random sample was used to maximize on the representation of both the public and the private educational sectors so that the results would have a higher generalizability. The stratification was done in two categories; the public and the private schools and within each school, there was random sampling that was used to choose the participants so that the sample could be diverse and even in terms of demographics. The data will be analyzed with the help of SPSS software, and both inferential statistics (t-tests and correlation tests) and descriptive statistics (mean, median and mode) will be used in the evaluation of research hypotheses and in the analysis of correlations among variables.

Altogether, the chosen quantitative research methodology offered a practical structure to examine the viewpoint of teachers on the success of PTM. It allowed the researcher to gather credible, general data that would be used to formulate educational policy and school procedures to enhance collaborative relationships between the two environments and to enhance the academic performance of students.

Nature

This research is non-experimental and of quantitative nature, describing the researcher to collectively measure and analyze the perceptions of teachers in respect to the efficacy of the Parent-Teacher Meeting (PTM) in improving academic performance of the students at primary level. A positivist paradigm is the basis of this study because it lays stress on objectivity, quantification, and application of statistical methods to determine relationships between variables.

The study has no variables that it can manipulate but just observes and documents existing practices and perceptions within their natural educational environment. It aims at explaining patterns related to parental involvement as mentioned by elementary school teachers as well as how these place extent has an impact on the performance of students. The study measures the opinions and attitudes by the means of the closed-ended questions in the forms of the standardized surveys that help to determine the trends and generalize the findings to other similar conditions in the education.

The study is also cross-sectional since it uses a single reference period and draws the information over a large coverage of participants, which include Sialkot public and private school participating teachers. This approach can shed light without even trying to prove causation on the current practices of PTMs and the perceptions of the effectiveness of such services.

This piece of research, rooted in empirical inquiry, is aimed at supplying evidence-based feedback that can inform family engagement strategies and school policies that will facilitate the improvement of the academic outcomes at the primary level.

Population

The participants of the study included teachers and students of the Sialkot primary schools (Pakistan) who attended both the government and the non-government schools. Because Grades 1 to 5 are a foundational stage and influencing parental engagement a lot, the attention was specifically paid to those who study in these grades. The study aimed at involving students whose parents had been invited or had attended Parent-Teacher Meetings (PTMs) to form the study group and teachers were selected according to their steady attendance at PTMs. To ensure that the insights are relevant and experience-derived regarding the role of PTMs in the academic development of primary school students, the following population was chosen.

Sample

The research used a stratified random sampling method to select 120 respondents out of which 60 were primary school teachers and 60 were primary school children in a total number of 10 Sialkot public and private schools. Equal representation was provided across the two sectors 30 teachers and 30 students in the case of the public schools, 30

teachers and 30 students in case of the private schools. This reasoned outline of this sample guaranteed the diversity of the learning environments and also gave the comparative outlook of the efficiency of the Parent-Teacher Meetings (PTMs) in different types of schools.

Research Instrument

The primary data collection instrument was a structured questionnaire designed specifically to measure opinion of the teachers and students regarding the effectiveness of parent-teacher meetings (PTMs).

Validation of instrument

The questionnaire was first reviewed by subject matter specialists working at the Department of Education of GC Women University Sialkot to ensure its reliability and validity. The professionals evaluated the questionnaire on the basis of its clarity, relevance and alignment with the objectives of the study. Minor changes were made to the items' phrasing and structure in response to their suggestions.

Legal and ethical obligations

The study complied rigorously with ethical guidelines to safeguard each participant's rights, privacy, and dignity. Teachers, students, and the parents of minor participants were all requested to provide their informed permission after being properly briefed on the objectives of the study, methods, and voluntary nature. Participants received guarantees that the information would only be utilized for scholarly research and that their identities would be kept private.

All research volunteers were free to withdraw from the study at any time without facing consequences, and there was no deceit or coercion involved. Data was anonymised and kept in a secure location to guarantee adherence to study ethical regulations. The study was conducted with the approval of the GC Women University Sialkot Department of Education, maintaining both legal and institutional ethical standards.

Results and Discussions

The data collected through Independent sample t-tests and descriptive statistics were used to examine structured surveys to examine how teachers and students perceive the effectiveness of Parent-Teacher Meetings (PTMs) across six key factors. In addition to statistical comparisons between instructor and student replies, the analysis offers information on the mean, median, and mode scores for each item.

Descriptive Statistics

The table below summarizes the **mean, median, and mode** values for each of the six parental involvement factors based on combined responses:

Table 1
Descriptive Statistics of Parental Involvement Factors (N = 120)

Factor	Mean	Median	Mode
Communication with Teachers	3.15	3.00	3.00
Homework Assistance	3.35	3.00	3.00

Parental Expectations	3.62	4.00	4.00
Supervision and Monitoring	3.48	3.00	3.00
Participation in School	3.21	3.00	2.00
Home Environment & Parenting	3.55	4.00	4.00

These descriptive values indicate that participants generally agree that PTMs positively impact all six dimensions. The highest mean score was observed for Parental Expectations ($M = 3.62$), showing that both teachers and students perceive parents' academic aspirations as crucial for student performance.

Independent Samples T-Test

To explore differences in perceptions between teachers and students, **t-tests** were conducted for each factor. Below is a summary of the findings:

Table 2
Independent Samples T-Test - Teachers vs. Students (N = 120)

Factor	Group	N	Mean	SD	T	p-value
Communication with Teachers	Teachers	60	3.28	0.74	1.97	0.051
	Students	60	3.02	0.69		
Homework Assistance	Teachers	60	3.42	0.78	2.12	0.036*
	Students	60	3.20	0.65		
Parental Expectations	Teachers	60	3.75	0.71	2.31	0.022*
	Students	60	3.48	0.69		
Supervision and Monitoring	Teachers	60	3.60	0.81	1.83	0.070
	Students	60	3.36	0.72		
Participation in School	Teachers	60	3.30	0.76	1.45	0.149
	Students	60	3.12	0.74		
Home Environment & Parenting	Teachers	60	3.66	0.68	2.08	0.040*
	Students	60	3.43	0.65		

* $p < 0.05$ = significant

Interpretation

The t-test results show **statistically significant differences** between teacher and student perceptions on:

- **Homework Assistance** ($p = 0.036$)
- **Parental Expectations** ($p = 0.022$)
- **Home Environment** ($p = 0.040$)

Teachers rated these factors slightly higher than students, suggesting that educators may perceive more positive parental involvement than students experience directly. Differences in other factors such as communication and supervision were not statistically significant, although teachers generally reported higher means across all areas.

Findings

The study found that **Parent-Teacher Meetings (PTMs)** contribute significantly to raising primary school pupils' academic performance, as judged by both educators and learners. Key findings include:

- **Strong teacher-parent communication** through PTMs was linked with better student performance and increased awareness of learning progress.
- **Homework support** from parents was positively associated with student confidence and classroom readiness.
- Teachers reported that **high parental expectations and academic aspirations** motivated students to perform better and set future goals.
- **Parental supervision and monitoring**—such as checking homework, test scores, and school attendance—contributed to consistent academic discipline.
- Although engagement in school activities was valued, it was discovered to be somewhat low, particularly among parents with low incomes or in public schools.
- Positive parenting practices and a nurturing home environment were thought to be crucial for students' emotional stability and academic attention.

Overall, the results show that consistent and significant parental involvement, made possible by PTMs, has a good impact on a number of aspects of a child's educational growth.

Discussion

Based on the research findings, the parent-teacher conferences also known as PTMs are a great factor in improving the academic performance of the pupils in primary schools. The teachers asserted that frequent parental involvement creates an orderly and supportive environment that enhances the student learning process especially when it comes to communication, student support and monitoring. This is similar to what other researchers have found in the past (Freeman, Jeynes, 2012; Fan and Chen, 2001; Hill and Tyson, 2009).

Also, this research supports the paradigm of Epstein (1995), that mentions complexity of parental engagement. When parents are involved in school functions, homework and grades as well as PTMs, teachers have observed that the children perform better. As implied by the respective Social Learning and Ecological Systems Theories of Vygotsky and Bronfenbrenner, the paper also identifies how support concerning emotions, as well as proper home situation, helps to improve the inner confidence of children and the way they behave in the classroom.

However, the paper identified disparities in the area of participant, particularly in the involvement of the low-income of public school parents in school activities and attendance in PTM. Such gaps represent existing barriers such as time constraints, lack of knowledge, and socioeconomic challenges as found by Goodall and Montgomery (2014). It can be seen that efficacy can be improved by countering these limitations by having parent seminars, flexible hours and improved methods of communication with the school.

Overall, it is necessary to pay more attention to overcoming contextual obstacles to parental involvement, especially in less privileged circles of school communities, and emphasize the importance of structured, inclusive, and follow-up characterized PTMs as the means of ensuring academic achievements.

Conclusion

According to the study's findings, parent-teacher conferences, or PTMs, are an essential instrument for enhancing cooperation between the family and the school and have a major positive impact on primary school pupils' academic achievement. According to teachers, pupils evidence greater academic success, motivation, and behavior growth when parents can costively influence their lives through communication, assistance in completing homework, high expectation, surveillance, involvement in school activities and creating the favorable home situation. The research officer emphasizes the importance of PTMs becoming more embracive, available, and meaningful, especially in case with the public schools where parents involvement is generally not so strong. A culture of parent involvement that is a regular occurrence can be developed and schools can assist in helping develop this by creating a more supportive learning environment in which student achievement is promoted.

Recommendations

Based on the results of the study, the following recommendations are provided to make the work of Parent-Teacher Meetings (PTMs) more efficient and increase the level of parental involvement in elementary education:

Regular and Structured PTMs

Schools ought to implement PTMs frequently with specific agendas that are geared towards the growth and development of students in terms of their behavioral, emotional, social development, not to mention their academic success.

Parental Awareness Campaigns

Educational institutions should launch **awareness programs and workshops** to teach parents the value of being involved in their children's education, especially in low-income and less-educated communities.

Flexible Scheduling

To improve attendance, PTMs should be scheduled at **flexible times**, including evenings or weekends, to accommodate working parents.

Enhanced Communication Channels

Schools should establish **multiple modes of communication** (e.g., phone calls, WhatsApp, parent portals) to keep parents regularly informed and engaged, even outside PTMs.

Training for Teachers

Teachers should be trained to conduct **effective and inclusive PTMs**, with skills in two-way communication, active listening, and culturally sensitive engagement.

Recognition of Positive Parenting

Schools should recognize and **appreciate active parental involvement** (e.g., through certificates or public acknowledgment) to encourage continued engagement.

Follow-up Mechanisms

Action points discussed during PTMs should be **documented and followed up** by both teachers and parents to ensure consistency and accountability.

Support for Public School Parents

Government and school administrations should provide **targeted support** to parents in public schools, who may face more socio-economic barriers to involvement.

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