



EFFECTIVENESS OF PARENT-TEACHER PARTNERSHIP (PTP) HOUR AS A SUPPORT PROGRAM TO MODULAR DISTANCE LEARNING OF F. BALDOVINO ELEMENTARY SCHOOL

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ELEMENTARY SCHOOL

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ABSTRACT

This study assessed the effectiveness of Parent-Teacher Partnership (PTP) Hour as a support program for the modular distance learning in F. Baldovino Elementary School. It focused on determining the collaborative strategies and practices of the parents and teachers under the PTP Hour program in support of modular distance learning, the challenges encountered in the implementation of the support program, the level of effectiveness of the implementation of PTP Hour in terms of parent-teacher communication, partnership and collaboration in school programs and support services for the learners, and development of training videos to enhance its implementation.

The study made use of the descriptive method of research. The respondents were the 33 teachers and 100 parents from F. Baldovino Elementary School. The data were gathered using survey-questionnaires and were statistically treated using weighted mean.

The findings of the study revealed that the collaborative strategies and practices of the parents and teachers under the PTP Hour Program were highly implemented, with a grand mean of 3.67. The results also showed that the leading collaborative strategies and practices under the PTP Hour were the collective engagement of teachers and parents in conducting extension activities like provision of additional learning materials

for the learners, collaborative social media-based orientation on the essentialities of modular distance learning.

The challenges in the implementation of PTP Hour were always encountered, with a grand mean of 3.72. with the leading challenge encountered was the difficulty to implement PTP Hour in the new normal due to strict health and safety protocols limiting face to face communication and the difficulties in developing supplemental learning materials, with the highest mean of 4 or “always encountered”.

In the effects of the implementation of PTP Hour showed highly effective with an over-all mean of 3.82. The study also revealed that the PTP Hour sustained the communication between teachers and parents using alternative platforms even during pandemic and that it makes the teachers and parents flexible and resourceful in finding ways to sustain communication during distance learning, improved the awareness of parents and teachers on health and safety measures to observe during new normal school programs as well as the learners’ access to teacher-made and standard modular learning materials.

Thus, the researcher developed a set of self-made training videos aligned with the implementation of Parent-Teacher Partnership (PTP) Hour which presents instructions and discussions on the best practices of the parents and teachers during the collective conduct of PTP Hour along three major areas: parent-teacher communication, partnership and collaboration in school programs, and support services for the learners.

Keywords: PTP, FBES, Modular Distance Learning

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VPS
The Researcher

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CONTEXT AND RATIONALE

It is attestable that the values-oriented nature and foundation of the Philippine education system remain indomitable even amidst this ongoing health crisis. One of the concrete manifestations of the indispensable and sustainable values-oriented climate of education even in this time of pandemic is the unceasing school-community collaboration. School-community relations are evidently supported and sustained despite of the various and huge alterations, adjustments and challenges posed by the global crisis.

There is a wide body of researches that attest to the importance of school-community partnership and collaboration. Camara (2012) concluded that the learners and school population can learn and reflect from the values exhibited by the school-community relations. Shane (2014) found that the level of stakeholders' participation in school programs and advocacies and how this participation was affected by elements such as leadership management, administration, curriculum planning, teaching and learning and resource management. Gichochi (2015) stressed that school partners occupy salient roles in the decision-making system of the school community. Opong (2015) concluded that the level of participation of the school stakeholders to the multiple school-advocated activities was significantly correlated with the level of SBM implementation. Meanwhile, according to Gandulan (2019) claimed that stakeholders' participation played indispensable roles in the implementation of school program.

Driven by the stronger passion and commitment to sustain the school-community relations in the new normal, the schools and learning communities

have managed to conceptualize, design and develop their own programs that suit the current situation of education. It is encouraging that despite of lack of face to face instruction and temporary suspension of classes, the schools are still able to pursue programs that embrace and nurture the involvement and support services of parents and stakeholders in distance learning system. This sustainable school-community partnership has an in-depth implication to the continuous advocacy to foster school development and improvement and in the quality and accessibility of educational services for the learners.

Among the school partners and stakeholders, parents have the closest and strongest connection and bond to the school leaders and teachers in serving distance learning purposes and advocacies. The most immediate and accessible support services in various new normal school programs and activities can also be sourced and gained from the parents. This is due to the serious and genuine motivation and concern of the parents in sustaining the educational and social support services of the school for their children. Parents are cognizant that they assume salient and indispensable roles in supporting the school-community partnership towards the attainment of new normal developmental and educational goals.

. This study was anchored on the principles of the Learning Continuity Plan (LCP) of the Department of Education. Essentially, the LCP specified the guidelines, policies and standards of new normal distance learning that highlight the utilization of learning delivery modalities which come simultaneously with the demands for compliance to health and safety protocols by the school

professionals, learners and school-community members and population. Through the implementation of the Learning Continuity Plan, the education department has made its stand and response to the problems faced by schools in the distance learning system. The LCP also reflected the commitment of the DepEd to ensure education continuity and sustainability amidst the crisis. It also showed the efforts of school leaders and authorities to ensure utmost protection of the learners and schools from the ongoing health risks.

Thus, in view of these, the local scenario in the locale showed that the F. Baldovino Elementary School implemented the PTP Hour of Parent-Teacher Partnership Hour. This program was driven by the objective of strengthening and improving the partnership and collaboration among parents and teachers in addressing the needs and challenges of distance learning system. There are various and multiple activities and tasks that are collaboratively undertaken by the teachers and parents under the PTP Hour. These PTP activities included orientation of the parents about the importance of distance learning, one-on-one weekly discussion of the self-learning modules or learning activity sheets with parents, focus group discussions on issues in distance learning, and conducting extension activities like the production of supplemental learning materials. Moreover, the PTP Hour in F. Baldovino Elementary School also highlighted social media-based information dissemination about the developments of modular distance learning to the parents and stakeholders, provision of home-based learning materials for the learners, conducting home visitation and monitoring of

learners' performance and parental involvement in the modular distance learning of their children.

That is why based on the cited scenarios, the researcher considered the need to further strengthen and enhance the sustainability and quality of school-community relations most especially, in terms of parent-teacher partnership as the major motivation of this study. The proponent, being the school head of F. Baldovino Elementary School aimed to further assess the effectiveness and outcomes of the PTP Hour as a collaborative program in school amidst the new normal distance learning. The researcher also found motivation in evaluating the level of implementation and collaborative practices that support the PTP Hour so as to determine areas that need further improvement, innovations and intervention. It was also in the need to identify and address the problems and challenges encountered by the teachers and parents along the implementation of PTP Hour and the need to design training videos in support of this program, that this study is hereby proposed.

Innovation, Intervention and Strategy

The major objective of this study was to foster the sustainability and enhancement of the parent-teacher partnership and collaboration amidst the distance learning system in F. Baldovino Elementary School. Thus, in order to attain this objective, the researcher conceptualized the need to design and develop the "VTV" or Virtual Training Videos. These training videos contained and tackled inputs, concepts and ideas about the implementation of Parent-Teacher Partnership (PTP) Hour in this school. The benefits of developing and using these

training videos included the enhancement of the awareness and knowledge of the parents about the salient implementation of PTP along the areas of objectives, processes, advocacies, materials, resources and best practices of PTP.

The mechanics of using these “VTV” or virtual training videos in PTP Hour involved the integration of these videos in the webinars for teachers and school leaders. These videos can also be used during the school-based and virtual trainings for the parents and teachers in line with PTP implementation. The school heads, teachers and other facilitators or discussants during the PTP trainings can refer to the contents of training videos as sources of additional knowledge to tackle and impart to the training participants.

Action Research Questions

This study aimed to assess the effectiveness of Parent-Teacher Partnership (PTP) Hour as a support program for the modular distance learning in F. Baldovino Elementary School.

Specifically, it sought to answer the following questions:

1. What are the collaborative strategies and practices of the parents and teachers under the PTP Hour program in support of modular distance learning?
2. What are the challenges encountered by F. Baldovino Elementary School in the implementation of Parent-Teacher Partnership (PTP) Hour?
3. What is the level of effectiveness of the implementation of PTP Hour in terms of:

- a. parent-teacher communication
 - b. partnership and collaboration in school programs and
 - c. support services for the learners?
4. What training videos can be developed to enhance the implementation of Parent-Teacher Partnership (PTP) Hour in support of modular distance learning in F. Baldovino Elementary School?

Action Research Method

This study applied the Descriptive method of research. By nature, and function, the Descriptive method serves to describe the distribution of attributes or characteristics of a research population or phenomenon subjected under study. Specifically, in this study, the Descriptive method guided the researcher in the description and discussion of the important variables and concepts of the study as to the collaborative strategies and practices of the parents and teachers under the PTP Hour program in support of modular distance learning, the challenges encountered by F. Baldovino Elementary School in the implementation of Parent-Teacher Partnership (PTP) Hour, the effects of the implementation of PTP Hour to the status of modular distance learning in school and the training plan that can be developed to enhance the implementation of Parent-Teacher Partnership (PTP) Hour in support of modular distance learning in F. Baldovino Elementary School.

a. Participants and other Sources of Data and Information

The respondents of this study were the 33 total teachers of F. Baldovino Elementary School. The teacher-respondents were subjected to total enumeration sampling method. Another group of respondents were the selected 100 parents of the school. The parents were selected and included in the study via purposive sampling. The criterion in selecting parent-respondents was limited only to the parents with children subjected to modular distance learning only.

Respondents	Frequency	Sampling Method
Teachers	33	Total Enumeration
Kindergarten to Grade 3 Parents	50	Purposive Sampling
Grade 4 to 6 Parents	50	Purposive Sampling
Total	133	

b. Data Gathering Methods

As part of the ethical considerations of the study, researcher was first subject the action research proposal to the checking and assessment of the PSDS, Division Research Coordinator and SDS. Letters of formal request sent together with the copies of proposal to the said authorities for approval. Formal letters sent to the teachers and parents to ask for their consent in the involvement in the data collection of this research. The provisions of the Data Privacy Act were explained to the respondents. The respondents were assured that their identities as informants of the study will be kept private.

Upon approval of the proposal and meeting the ethical considerations of the study, the researcher utilized and administered questionnaires to the teachers and parent-respondents. The survey-questionnaires were used in gathering data from SOP 1-3. Thus, the first part of the questionnaire was the collected data on the collaborative strategies and practices of the parents and teachers under the PTP Hour program in support of modular distance learning. Meanwhile, the second part was collected information on the challenges encountered by F. Baldovino Elementary School in the implementation of Parent-Teacher Partnership (PTP) Hour. Finally, the third part of the survey form was acquired data on the effects of the implementation of PTP Hour to the status of modular distance learning in school.

c. Data Analysis

The data collected in this study was subjected to descriptive statistics. Weighted mean was similarly applied as the statistical tool for the three objectives of the study. Thus, from SOPs 1-3, the data were statistically treated using weighted mean.

DISCUSSION OF RESULTS AND REFLECTIONS

This part of the study presented and analyzed the results about the collaborative strategies and practices of the parents and teachers under the PTP Hour program in support of modular distance learning, the challenges encountered by F. Baldovino Elementary School in the implementation of Parent-Teacher Partnership (PTP) Hour, level of effectiveness of the implementation of PTP Hour

in terms of parent-teacher communication, partnership and collaboration in school programs and support services for the learners and the training videos developed to enhance the implementation of Parent-Teacher Partnership (PTP) Hour in support of modular distance learning in F. Baldovino Elementary School.

The Collaborative Strategies and Practices of the Parents and Teachers under the PTP Hour Program in Support of Modular Distance Learning

The study first delved on the identification and analysis of the strategies and practices that are collectively and collaboratively undertaken and pursued by the parents and teachers as parts of the objectives of PTP Hour during the implementation of modular distance learning.

Table 1
Collaborative Strategies and Practices under the PTP Hour
(N=133)

Indicators	Weighted Mean	Interpretation
Teachers and parents collaboratively conduct focus group discussions about the various challenges in modular distance learning under PTP Hour.	3.60	Highly Implemented
Teachers and parents are collaboratively engaged in the orientation and information dissemination about the importance of modular distance learning under PTP Hour.	3.52	Highly Implemented
Teachers and parents are collectively engaged in conducting extension activities like provision of additional learning materials for the learners under PTP Hour.	3.75	Highly Implemented

Teachers and parents are engaged in collaborative social media-based orientation on the essentialities of modular distance learning under PTP Hour.	3.75	Highly Implemented
Teachers and parents are collectively involved in the development of home-based, distance learning materials for the learners under PTP Hour.	3.67	Highly Implemented
Teachers and parents are engaged in collaborative practices during home visitation sessions under PTP Hour.	3.75	Highly Implemented
Grand Mean	3.67	Highly Implemented

Table 1 presents the data on the collaborative strategies and practices of the parents and teachers under the PTP Hour Program in support of the modular distance learning. It was found that in general, the collaborative strategies and practices of the parents and teachers under the PTP Hour Program were highly implemented, with a grand mean of 3.67.

It implies that the high level of implementation of the PTP Hour Program can be justified by two major factors. One salient factor is the proper management by the school heads and educational leaders of the over-all collaborative system of this program. With the accurate and efficient management of the school leaders, the flow of PTP Hour program becomes more specific, organized and systematic. Another integral factor is the established collaboration among parents and teachers who participated in the program. The collaborative practices became natural, immediate and genuine due to the common interest, goals and motivation of the two parties towards supporting the distance learning of the learners.

The results also showed that the leading collaborative strategies and practices of the respondents under the PTP Hour were the collective engagement of teachers and parents in conducting extension activities like provision of additional learning materials for the learners under PTP Hour, collaborative social media-based orientation on the essentialities of modular distance learning under PTP Hour and Teachers and engagement in the collaborative practices during home visitation sessions under PTP Hour, which similarly obtained the highest mean of 3.75 or highly implemented.

It only implies that the collaborative practices of the parents and teachers under PTP Hour can be attributed with variety and multiplicity, yet, these are all directed towards the collective endeavor and advocacy of upholding the quality of modular distance learning for the learners. It further implied that the provision of alternative learning materials requires collaborative practices among parents and teachers since the parents acted as the home-based mentors of their children during MDL. Thus, they need to sustain partnership with the teachers for proper mentoring services for the learners.

Meanwhile, the social media-based orientation on the MDL was also highly implemented because of the scenario that virtual platforms were the only channels most accessible for parents and teachers to sustain communication during PTP during the lockdown. Furthermore, the home visitation was also highly implemented under PTP because during the strict implementation of community quarantine, face to face communication was limited and thus, school heads and

teachers resorted on home visitation sessions as the formal ways to interact and collaborate with parents during PTP.

These results were supported by some of the related studies on partnership of parent and teacher. Derwal (2020) examined the perceived impacts of the parent-teacher partnership to the academic success of the students. It was found that majority of the participants also coherently claimed that the collaboration between teachers and parents help to maximize opportunities and holistic support services to uphold learners' educational progress.

Cahapay (2019) attempted to associate meaning behind the parents' involvement in the education of their children in the new normal. The findings revealed four significant themes reflecting parental involvement in children's education including continuous journey amidst changes, connection with the children's physical and emotional development, experiences of multiple changes and response to the call of parenting challenges. In addition, Bartolome (2018) investigated the extent of parental involvement in the education system. The study found and concluded that most of the respondents highly agreed that parents play essential roles in education program.

The Challenges Encountered by F. Baldovino Elementary School in the Implementation of Parent-Teacher Partnership (PTP) Hour

The researcher also dealt with the analysis of the various problems, hurdles and difficulties observed and experienced by the teachers and parents during the conduct of PTP Hour under the modular distance learning system.

Table 2
Challenges Involved in the PTP Hour

Indicators	Weighted Mean	Interpretation
PTP Hour is difficult to implement in this new normal due to limited participation of parents.	3.25	Often Encountered
PTP Hour is difficult to implement in this new normal due to strict health and safety protocols limiting face to face communication.	4	Always Encountered
PTP Hour is difficult to implement in this new normal due to limited access of some parents to social media and virtual platforms used in PTP orientation and meetings.	3.71	Always Encountered
PTP Hour is difficult to implement in this new normal due to unfavorable attitudes of some parents towards PTP.	3.60	Always Encountered
PTP Hour is difficult to implement in this new normal due to change of residence of some learners and parents.	3.60	Always Encountered
Teachers find difficulties in developing supplemental learning materials under PTP.	4	Always Encountered
Teachers and parents find it difficult to cope with the new normal adjustments in parent-teacher collaboration due to the negative effects of pandemic.	3.90	Always Encountered
Grand Mean	3.72	Always Encountered

Table 2 shows the data on the challenges encountered by the teachers and parents along the implementation of PTP Hour in support of the implementation of the modular distance learning. The results showed that in general, the challenges in the implementation of PTP Hour were always encountered, with a grand mean

of 3.72. It only implies that the high extent of the problems faced by the school during the PTP implementation can be seriously attributed to the adverse impacts of pandemic crisis. Strict restrictions on social communication and interaction and public health protocols created huge gaps during pandemic in the endeavor of school to fully implement PTP Hour.

It was also revealed that the leading challenge encountered by the parent-respondents along the implementation of PTP Hour was the difficulty to implement PTP Hour in the new normal due to strict health and safety protocols limiting face to face communication, with the highest mean of 4 or always encountered. It was the major problem of the parents that time due to the scenario that they found it difficult to access guidance of the teachers in mentoring the children due to series of lockdowns and public health protocols. Parents were challenged on how to support their children's MDL without full access to supervision of teachers during the height of crisis. Meanwhile, among the teachers, the major challenges encountered along the PTP Hour implementation were the difficulties in developing supplemental learning materials under PTP, with the highest mean of 4. This was the most serious and complex challenge among the teachers under PTP Hour due to the cognizance of the teachers that their learners have individually different learning needs and demands that cannot be sufficiently addressed by modular tools alone. Thus, they faced the need to design their versions of alternative, additional learning materials for the learners under PTP.

These challenges experienced by the respondents were supported by other studies. In the study of Anzaldo (2021), entitled, Modular Distance Learning in the

New Normal Education Amidst COVID-19, she cited that education in the new normal is a challenging task. The result revealed that not all parents/ guardians are knowledgeable in teaching their children using the modular distance learning. In connection, Kearns (2020), mentioned that these challenges arose due to the impact of physical distance between the instructor and the students, adaptations resulting from the necessity of using technology for communicating with students, workload and time management issues, and the ongoing need to collect a variety of assessment data and provide feedback.

Despite the efforts of parents to take on their new roles in their child's learning challenges were still present. In the study conducted by Garbe et. al. (2020), about the experience of parents with remote education, the findings revealed that parents were having difficulties with balancing their responsibilities, the learner motivation, accessibility, and learning outcomes.

Level of Effectiveness of the Implementation of PTP Hour in terms of Parent-Teacher Communication, Partnership and Collaboration in School Programs and Support Services for the Learners

In order to deepen the analytical foundation of the study, the researcher also pursued the assessment of the degree of effectiveness of PTP Hour along the cited areas or aspects.

Table 3
Effectiveness Level of PTP Hour as Assessed by the Respondents

Indicators	Weighted Mean	Interpretation
Parent-Teacher Communication		
The PTP Hour sustained the communication between teachers and parents using alternative platforms even during pandemic.	4.00	Highly Effective
The PTP Hour makes the teachers and parents flexible and resourceful in finding ways to sustain communication during distance learning.	4.00	Highly Effective
The PTP Hour even more highlighted the importance of parent-teacher interaction in supporting distance learning system.	3.90	Highly Effective
The PTP Hour strengthened the skills of both teachers and parents in knowledge sharing and communication regarding the developments of modular distance learning.	3.71	Highly Effective
Collaboration in School Programs		
The PTP Hour sustained the collaboration of parents and teachers in the conduct of virtual programs and trainings in LDM.	3.90	Highly Effective
The PTP Hour improved the awareness of parents and teachers on health and safety measures to observe during new	4.00	Highly Effective

normal school programs for LDM.		
The PTP Hour taught parents and teachers about alternative ways to sustain collaborative programs in support of modular learning.	3.60	Highly Effective
The PTP Hour has made parents and teachers even more realized the value of sustaining school-community programs using accessible tools and means amidst crisis.	3.52	Highly Effective
Support Services for the Learners		
The PTP Hour improved learners' access to learning assessment tools in support of modular learning.	3.75	Highly Effective
The PTP Hour improved learners' access to standard modular learning materials.	4.00	Highly Effective
The PTP Hour improved learners' access to teacher-made, additional learning materials in support of modular modality.	4.00	Highly Effective
The PTP Hour improved learners' access to special services from school and stakeholders in support of modular learning such as mentoring services, guidance and counselling and others.	3.52	Highly Effective
Grand Mean	3.82	Highly Effective

Table 3 presents the results of the study about the level of effectiveness of implementation of PTP Hour as assessed by the respondents. It was found that in general, the respondents assessed the implementation of PTP Hour as highly effective with an over-all mean of 3.82. It only implies that the high level of effectiveness of the PTP Hour can be justified by the efficient supervision of the school leaders. It can also be attested and explained by the reality of the capacity of parents and teachers to devise and employ alternative means of communication and collaboration such as virtual platforms even amidst pandemic.

The results also showed that in terms of parent-teacher communication, the leading responses were the perceptions that the PTP Hour sustained the communication between teachers and parents using alternative platforms even during pandemic and that it makes the teachers and parents flexible and resourceful in finding ways to sustain communication during distance learning, with the highest mean of 4.00 or highly effective. It implies that the teachers and parents equally recognized the value and indispensability of virtual platforms and technology in sustaining communication during the implementation of the program. It was also due to the initiatives of school leaders to organize virtual groups or teams to discuss MDL concerns and developments.

These findings supported by the study conducted by Agayon et. al. (2022) they pointed out that communication has the capacity to improve learning and create a good environment. Since the learner's performance is important and should not be disregarded, teachers should have open communication with the learners to achieve an excellent performance. In addition, Communication

between home and school aids a teacher in understanding a student better, which lets the teacher find ways to teach them more effectively (Hurst, Wallace & Nixon, 2013)

Meanwhile, in terms of collaboration in school programs, the leading response was that the PTP Hour improved the awareness of parents and teachers on health and safety measures to observe during new normal school programs for LDM which obtained the highest mean of 4.00 or highly effective. It implies that both parents and teachers directly and personally experienced the impacts of strict public health protocols during pandemic. Thus, they were also exposed to the lessons and insights about the value of these health and safety measures to be observed during the PTP implementation.

Moreover, in terms of support services for the learners, the highest responses were the perceptions that the PTP Hour improved learners' access to standard modular learning materials and that the PTP Hour improved learners' access to teacher-made, additional learning materials in support of modular modality, with the highest mean of 4.00 or highly effective. It implies that the PTP Hour was able to meet its goals, targets and objectives of supporting learners' access to learning continuity materials during MDL. It can also be justified by the higher opportunities of collaboration between DepEd and the teachers in terms of the design and development of modular learning tools for the learners. Parents must have multiple ways to support their children (Bateman et. al., 2020; Dangle & Sumaoang, 2020) and teachers may encourage the learners to use several technologies to aid modular instruction (Ahmad, 2020; Bauer et. al., 2020).

The Training Videos Developed to Enhance the Implementation of Parent-Teacher Partnership (PTP) Hour in Support of Modular Distance Learning in F. Baldovino Elementary School

Based from the results of the study, the researcher developed a set of self-made trainings video aligned with the implementation of Parent-Teacher Partnership (PTP) Hour during the period of modular distance learning system. The beneficiaries of these training videos are the parents and teachers of F. Baldovino Elementary School who are collaboratively engaged in the provision of support system and services to the implementation of PTP Hour. Specifically, the training videos present instruction and discussions on the best practices of the parents and teachers during the collective conduct of PTP Hour along three major areas. These areas include the parent-teacher communication, partnership and collaboration in school programs and support services for the learners. The proponent presents informative videos and discussions as to the processes, strategies, tasks and activities involved in these three relevant areas. Moreover, the training materials also covers pertinent interventions and solutions to the identified major problems and challenges during the implementation of PTP Hour.

In summary, the collaborative strategies and practices of the parents and teachers under the PTP Hour Program were highly implemented. It was also found that in general the leading challenge encountered by the parent-respondents along the implementation of PTP Hour was the difficulty to implement PTP Hour in the new normal due to strict health and safety protocols limiting face to face communication. Meanwhile, among the teachers, the major challenges encountered along the PTP Hour implementation were the difficulties in developing

supplemental learning materials. The study also revealed that in terms of parent-teacher communication, the leading responses were the perceptions that the PTP Hour sustained the communication between teachers and parents using alternative platforms even during pandemic and that it makes the teachers and parents flexible and resourceful in finding ways to sustain communication during distance learning.

Anchored with the results of the study, the researcher developed a set of self-made training videos aligned with the implementation of Parent-Teacher Partnership (PTP) Hour during the period of modular distance learning system. The beneficiaries of these training videos are the parents and teachers of F. Baldovino Elementary School who are collaboratively engaged in the provision of support system and services to the implementation of PTP Hour. Specifically, the training videos present instruction and discussions on the best practices of the parents and teachers during the collective conduct of PTP Hour along three major areas. These areas include the parent-teacher communication, partnership and collaboration in school programs and support services for the learners.

It is then recommended that standard assessment tools centered on parent-teacher collaboration in relevant school programs can be designed to examine and monitor PTP at any period of time. Intervention plans, proposals and projects can be also done collaboratively by the parents and teachers to address diverse challenges along modular distance learning system. School heads and instructional leaders can also engage in the conceptualization of policies, innovations and programs in line with sustainability measures to enhance PTP

Hour implementation. The developed training videos on collaborative support for PTP Hour implementation can also be subjected to validation by the other school heads, instructional leaders and even by the community leaders to enhance its acceptability and reliability.

REFLECTION

The conceptualization of this research had impact on the researcher herself being the school administrator because this will serve as reference or source of baseline data and information for the formulation and implementation of policies and innovations that can further uphold, maximize and enhance the accomplishment of distance learning modality.

Furthermore, the researcher was greatly motivated in conducting and pursuing this study towards the further promotion of the strengthened and enhanced partnership and collaboration among teachers and parents in extending comprehensive support services in the modular distance learning of the learners. This collaboration highlighted, formalized and concretized via the implementation of PTP Hour. The researcher was determined and explored on how the PTP Hour could help maximize the positive and desirable outcomes of modular education of the learners and how it could help address challenges linked in this type of modality.

The results and outcomes of this study gave a significant impact as well in the lives of the learners of F. Baldovino Elementary School. The over-all efficiency and positive outcomes of this program resulted to greater benefits received by the

learners especially in terms of effectiveness of modular distribution, utilization, performance and assessment. Though a lot of challenges encountered by the researcher in every step of this study since there were some external factors that could not be controlled, the new normal set up and the limitations caused by the Covid-19 pandemic, made it difficult to accomplish the necessary interventions in relation to the implementation of the PTP Hour.

It is in this light that the researcher realized the importance of crafting an innovation amidst challenges in education such as pandemic. Maximizing the utilization of available resources present in the school such as the old learning kiosks that served as venue for PTP Hour session and focus-group discussion with parents. Moreover, with this, I may recommend that other school leaders could also conceptualize, organize and conduct relevant collaborative training programs that can reinforce the implementation of PTP Hour or other innovations that can address challenges in the implementation of distance learning modality.

ACTION PLAN

The output in this study was set of training videos in line with the implementation of PTP Hour. The beneficiaries of this output were the teachers and parents of F. Baldovino Elementary School. The training videos were developed within two to three months. Then, after its development, these training videos were validated by the master teachers and district and division committees.

The trainings videos will be disseminated and shared to the principals in the district during district and division conferences. Copies of the training videos can

also be disseminated and distributed to the school heads via social media or virtual platforms.

The table below presented the summary of the activities of the study, as well as its time frame, and resources.

Activities and Strategies	Time Frame	Resources
1. Reproduction of training videos for PTP Hour implementation was conducted.	June 2022	Training videos USB Laptop
2. Sought approval from higher office on the dissemination of the output of the study.	August 2022	Copy of approved proposal Letter request Training videos
3. Validated and approved training videos were disseminated through District and Division Conference or via virtual platform.	September 2022	Training videos
4. Gathered feedbacks on the utilization of the training videos	January 2023	Feedback Form

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Financial Report

Activity	Cash Out	Balance
Basic Education Research Fund (BERF) 1 st Tranche		Php12,000
Notarial Fee of Memorandum of Agreement	300.00	11,700.00
Mailing of MOA & Approved Action Research Proposal to RO V	260.00	11,400.00
Travel to Legazpi City for MOA Signing	1,500.00	9,940.00
Production of Survey-Questionnaires	922.00	8,948.00
Snacks Meals of parents and teachers attending meeting and conferences	2,778.00	6,170.00
Printing of Tarpaulin posters for advocacy purposes of interventions	1,500.00	4,670.00
Production of training videos & procurement of USB	4,670.00	0.00
Basic Education Research Fund (BERF) 2 nd Tranche		Php3,000.00
Printing and binding of completed action research	1,500.00	1,500.00
Travel expenses in all research activities	1,500.00	0.00

Prepared by

VENIA P. SURARA
School Principal III

ANNEXES

QUESTIONNAIRE WITH ANSWER FROM THE RESPONDENTS



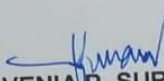
Republic of the Philippines
Department of Education
Region V-Bicol
SCHOOLS DIVISION OFFICE OF CAMARINES NORTE
F. BALDOVINO ELEMENTARY SCHOOL
CAMAMBUGAN, DAET, CAMARINES

SURVEY QUESTIONNAIRE

The researcher would like to request for your kind cooperation in supplying the necessary information for the study entitled **"EFFECTIVENESS OF PARENT-TEACHER PARTNERSHIP (PTP) HOUR AS A SUPPORT PROGRAM TO MODULAR DISTANCE LEARNING OF F. BALDOVINO ELEMENTARY SCHOOL."**

Please answer the questions as earnestly and truthfully as you can. Rest assured that the information given will be held with utmost confidentiality. (No mention of name will be made. Only grouped data will be presented).

Thank you very much.


VENIA P. SURARA
Researcher

Name (Optional): _____

I. THE COLLABORATIVE STRATEGIES AND PRACTICES OF THE PARENTS AND TEACHERS UNDER THE PTP HOUR PROGRAM IN SUPPORT OF MODULAR DISTANCE LEARNING

Directions: Kindly determine the strategies, efforts and practices collaboratively accomplished or extended by the parents and teachers in your school under the PTP Hour. Check the column that matches your answer. Follow the indicated scale below.

- 4-Highly Implemented
- 3-Sufficiently Implemented
- 2-Poorly Implemented
- 1-Very Poorly Implemented



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Indicators	4	3	2	1
Teachers and parents collaboratively conduct focus group discussions about the various challenges in modular distance learning under PTP Hour.	/			
Teachers and parents are collaboratively engaged in the orientation and information dissemination about the importance of modular distance learning under PTP Hour.	/			
Teachers and parents are collectively engaged in conducting extension activities like provision of additional learning materials for the learners under PTP Hour.		/		
Teachers and parents are engaged in collaborative social media-based orientation on the essentialities of modular distance learning under PTP Hour.		/		
Teachers and parents are collectively involved in the development of home-based, distance learning materials for the learners under PTP Hour.	/			
Teachers and parents are engaged in collaborative practices during home visitation sessions under PTP Hour.	/			



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II- THE CHALLENGES ENCOUNTERED BY F. BALDOVINO ELEMENTARY SCHOOL IN THE IMPLEMENTATION OF PARENT-TEACHER PARTNERSHIP (PTP) HOUR

Directions: Based on your own observations and experiences, what are the problems encountered by your school along the implementation of Parent-Teacher Partnership (PTP) Hour amidst the new normal? Kindly check the column that matches your answer. Follow the scale below.

4-Always Encountered

3-Often Encountered

2-Seldom Encountered

1-Very Seldom Encountered

Indicators	4	3	2	1
PTP Hour is difficult to implement in this new normal due to limited participation of parents.	/			
PTP Hour is difficult to implement in this new normal due to strict health and safety protocols limiting face to face communication.	/			
PTP Hour is difficult to implement in this new normal due to limited access of some parents to social media and virtual platforms used in PTP orientation and meetings.	/			
PTP Hour is difficult to implement in this new normal due to unfavorable attitudes of some parents towards PTP.	/			
PTP Hour is difficult to implement in this new normal due to change of residence of some learners and parents.	/			
Teachers find difficulties in developing supplemental learning materials under PTP.	/			
Teachers and parents find it difficult to cope with the new normal adjustments in parent-teacher collaboration due to the negative effects of pandemic.		/		



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III- THE EFFECTS OF THE IMPLEMENTATION OF PTP HOUR TO THE STATUS OF MODULAR DISTANCE LEARNING IN SCHOOL

Directions: Based on your own observations and experiences, how does the implementation of PTP Hour affect the status of modular distance learning in your school? Check the column that reflects your answer. Use the scale below.

4- Highly Agree

3-Agree

2-Disagree

1-Highly Disagree

Indicators	4	3	2	1
The implementation of PTP Hour leads to improved communication and interaction between teachers and parents in supporting modular distance learning.		/		
The implementation of PTP Hour leads to clarified and address issues on modular distance learning.		/		
The implementation of PTP Hour opens more opportunities for the parents and teachers to develop collaborative interventions to address modular distance learning challenges.	/			
The implementation of PTP Hour improves parental involvement in the collaborative support system to modular distance learning.	/			
The implementation of PTP Hour leads to increased platforms to orient and guide the parents in coping with modular distance learning for their children.		/		
The implementation of PTP Hour leads to improved access of the learners to learning materials in support of modular learning.		/		



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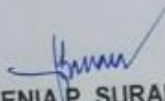
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Teachers and parents are collaboratively engaged in the orientation and information dissemination about the importance of modular distance learning under PTP Hour.	✓			
Teachers and parents are collectively engaged in conducting extension activities like provision of additional learning materials for the learners under PTP Hour.	✓			
Teachers and parents are engaged in collaborative social media-based orientation on the essentialities of modular distance learning under PTP Hour.		✓		
Teachers and parents are collectively involved in the development of home-based, distance learning materials for the learners under PTP Hour.	✓			
Teachers and parents are engaged in collaborative practices during home visitation sessions under PTP Hour.	✓			



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PTP Hour is difficult to implement in this new normal due to limited access of some parents to social media and virtual platforms used in PTP orientation and meetings.	✓			
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PTP Hour is difficult to implement in this new normal due to change of residence of some learners and parents.	✓			
Teachers find difficulties in developing supplemental learning materials under PTP.	✓			
Teachers and parents find it difficult to cope with the new normal adjustments in parent-teacher collaboration due to the negative effects of pandemic.	✓			



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The implementation of PTP Hour opens more opportunities for the parents and teachers to develop collaborative interventions to address modular distance learning challenges.	✓			
The implementation of PTP Hour improves parental involvement in the collaborative support system to modular distance learning.	✓			
The implementation of PTP Hour leads to increased platforms to orient and guide the parents in coping with modular distance learning for their children.		✓		
The implementation of PTP Hour leads to improved access of the learners to learning materials in support of modular learning.	✓			



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