



IMPACT OF PARENTS TEACHERS' ASSOCIATION (PTA) ON CLASSROOM IMPROVEMENT AND INSTRUCTIONAL SUPPORT AS BASES FOR SCHOOL COLLABORATION PROGRAM

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ABSTRACT

This qualitative study aimed to explore the impact of the Parents–Teachers’ Association (PTA) on classroom improvement and instructional support, serving as a basis for program recommendations. A qualitative narrative research design was employed, utilizing in-depth interviews to gather detailed insights from the participants. The findings revealed that the PTA contributes significantly to classroom improvement through the enhancement of classroom comfort, beautification and physical maintenance, provision of educational resources, and promotion of cleanliness and organization. In terms of instructional support, the PTA provides assistance through the provision of printing and other material resources, audio-visual teaching aids, and literacy and skill development materials that strengthen instructional delivery. Findings emphasize the ability of PTAs to convert community resources into effective educational infrastructure, while also pointing out the need for optimization to ensure lasting impact.

Keywords: *Parents Teacher Association, Classroom Improvement, Instructional Support, School Program*

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INTRODUCTION

Education played a fundamental role in national development and individual growth, as it equipped learners with the knowledge, skills, values, and competencies necessary to become responsible and productive members of society. Schools served as primary institutions for learning; however, education was not solely the responsibility of educators. It was a shared responsibility among the school, the family, and the community. According to UNESCO (2000), effective education required strong collaboration among these key stakeholders to create meaningful, inclusive, and supportive learning environments. When families, educators, and communities worked together, they helped foster learners' academic achievement, personal development, and overall well-being. This collaborative effort contributed to creating a more holistic and supportive educational experience for learners.

In the Philippines, one of the most recognized forms of collaboration between families and schools was the Parent-Teacher Association (PTA). The PTA served as a formal organization that promoted cooperation between parents and teachers in supporting school programs and improving the quality of education. Through active participation, PTAs helped strengthen communication, encourage shared responsibility, and promote collaboration in addressing the needs of learners. The National Standards for Family-School Partnerships (2022) emphasized the importance of strong partnerships between schools and families, highlighting the need for effective communication, shared responsibility, and collaboration to support student success. These partnerships contributed to creating a more supportive and responsive learning environment that benefited both teachers and students and strengthened

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the connection between the home and the school.

The PTA played a significant role in improving classroom environments and supporting instructional needs. PTAs assisted in classroom improvement initiatives such as providing learning materials, improving classroom facilities, supporting maintenance and beautification projects, and helping ensure that classrooms remained safe, organized, and conducive to learning. These contributions helped create a positive learning environment that enhanced student motivation, engagement, and academic performance.

The researcher developed an academic interest in examining the role of the Parent-Teacher Association (PTA) in supporting classroom improvement and instructional support. As a graduate of the school and a member of the local community, the researcher possessed general familiarity with the school environment and gained awareness of the PTA's participation in various classroom-related initiatives. These observations provided insight into how parent involvement contributed to the overall functioning of the school and highlighted the importance of cooperation between parents and teachers. Such collaboration was recognized as an essential factor in promoting a supportive, organized, and effective learning environment for students.

Furthermore, these observations highlighted the importance of shared responsibility between parents and teachers in addressing classroom needs and supporting instructional processes, as well as their collective efforts in improving educational conditions and advancing the goals of the school.

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MATERIALS AND METHOD

Research Methodology

This chapter presented the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis used in this study. The purpose of this study was to determine the impact of the Parent–Teacher Association on classroom improvement and instructional support in San Antonio-San Nicolas Elementary School during the school year 2025–2026.

Research Method

The research method utilized in this study was qualitative research using in-depth interviews.

According to Elliott (2025), this approach aimed to provide an accurate portrayal of current conditions, practices, and relationships within educational settings, enabling researchers to understand patterns and implications for practice.

Research Design

This study employed a narrative research design, a qualitative approach that focused on understanding and interpreting the lived experiences of individuals through their stories.

As Creswell and Poth (2023) explained, narrative inquiry involved collecting and analyzing stories to understand how individuals made sense of their experiences within specific contexts. Through this process, the researcher identified patterns, themes, and shared experiences that provided valuable insights into the contribution of the PTA.

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Participants of the Study

The participants of this study consisted of five (5) selected homeroom teachers and their corresponding five (5) selected homeroom parents who served as Parent-Teacher Association (PTA) officers in their respective classrooms at a school in the district of Oton during the School Year 2025–2026.

Sampling Design

This study employed purposive sampling design.

Purposive sampling, according to Nikolopoulou (2023), referred to a non-probability sampling technique in which participants were selected based on specific characteristics relevant to the objectives of the study.

Research Instrument

The primary research instrument utilized in this study is a researcher-made interview schedule designed to gather in-depth qualitative data relevant to the purpose of the study. The interview schedule consists of four open-ended questions that are directly aligned with the research objectives.

The interview questions were carefully formulated to encourage participants to freely express their views.

To ensure the accuracy and completeness of the data, audio and video recording devices were used during the interviews, subject to the informed consent of the participants.

Validity of Research Instrument

Prior to the determination of the validity of the interview schedule made by the

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researcher, the adviser, Dean of the Graduate School then a panel of jurors who were considered for their expertise in the field of research, testing and assessment, and English, were requested to validate each question for review and modification.

Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (Appendix A).

Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview.

The researcher conducted an interview to the participants but prior to this, the researcher had to encourage the participants to sign a waiver or permission relative to the conduct of the study.

Using in-depth interview, voice and video recorders were also provided to completely capture the interviewee's words.

Data Analysis

The data collected through the interview schedule were analyzed using thematic analysis, a qualitative method designed to identify, interpret, and report recurring patterns or themes within narrative data.

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According to Braun and Clarke (2021), thematic analysis provided a flexible yet rigorous framework for analyzing qualitative data, allowing researchers to identify both explicit and implicit meanings within participants' narratives.

RESULTS AND DISCUSSION

This study was conducted to determine the impact of the Parent–Teacher Association on classroom improvement and instructional support as bases of the school collaboration program in San Antonio-San Nicolas Elementary School, District of Oton, during the school year 2025–2026. This was obtained through exploring PTA contributions to classrooms, methods of involvement, support provided to teachers, and the experiences of both teachers and parents. It employed a qualitative narrative design, utilizing in- depth interviews and a researcher-developed guide that has been evaluated by experts in accordance with Good and Scates' eight-point criteria. Five teachers, each with a minimum of two years of tenure at the school, were intentionally selected alongside five corresponding homeroom PTA officers. The researcher-made research questionnaire was used. The interview was scheduled during the participant's vacant time.

The researcher consolidated all collected data after series of interviews. The narratives were gathered, transcribed, analyzed, and interpreted using thematic approach.

The findings of the study clearly revealed that the Parent–Teacher Association (PTA) plays a significant and meaningful role in enhancing classroom environments and strengthening instructional support within the school. In terms of classroom improvement, the

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PTA's contributions are evident in several key areas, including the enhancement of classroom comfort, beautification and physical maintenance, provision of educational resources, and promotion of cleanliness and organization. These initiatives collectively contribute to creating a safe, organized, and learner-centered environment.

Moreover, the involvement of the PTA in classroom improvement is manifested through direct repairs and maintenance, the provision of comfort items such as electric fans, and various aesthetic enhancements that help establish a more conducive and engaging learning atmosphere.

Similarly, with regard to instructional support, the PTA extends its assistance through the provision of printing and other material resources, audio-visual teaching aids, and literacy and skill development materials that strengthen and enrich instructional delivery. In addition to material support, the PTA's contributions are also reflected in the manner in which they collaborate with teachers.

Specifically, these include fostering positive collaboration and mutual support between parents and teachers, encouraging active participation in school initiatives, and ensuring proper coordination and adherence to established school guidelines. Taken together, these collaborative and structured efforts significantly strengthen the partnership between home and school, ultimately enhancing the overall teaching-learning process and promoting sustained educational development.

Based on the findings, the following insights were drawn:

The contributions of the Parent-Teacher Association (PTA) to classroom improvement

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play an important role in creating a learning environment that supports students' comfort, engagement, and overall academic experience.

In addition, the beautification and physical maintenance of classrooms, including repainting, repairing furniture, and improving the overall appearance of the learning space, contribute to a more welcoming and motivating environment for learners

Moreover, the promotion of cleanliness and organization encourages students to develop discipline and responsibility while ensuring that the classroom remains conducive to learning.

Parent-Teacher Association (PTA) contributes to classroom improvement through various practical and collaborative efforts that directly enhance the learning environment. Their involvement is evident in activities such as direct repairs and maintenance of classroom facilities, which help address minor infrastructure concerns and ensure that learning spaces remain safe and functional for students.

In addition, the provision of comfort items, such as electric fans, curtains, and floor mats, supports a more conducive classroom atmosphere where students can focus and participate more effectively in lessons. The PTA also plays a role in the aesthetic enhancement of classrooms through initiatives like repainting walls, improving classroom decorations, and organizing learning spaces. These efforts not only improve the physical appearance of the classroom but also create a more welcoming and motivating environment that encourages student engagement.

Instructional support provided through the involvement of the Parent-Teacher

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Association (PTA) significantly contributes to the effectiveness of classroom teaching and learning. The provision of printing and material resources, such as printers, and other instructional materials, enables teachers to prepare worksheets, visual aids, and other learning resources that enhance lesson delivery. In addition, the availability of audio and visual teaching aids supports more interactive and engaging instruction, helping students better understand concepts through videos, presentations, and demonstrations.

Furthermore, the provision of literacy and skill development resources, including books and reading materials, promotes students' interest in reading and helps develop essential academic skills.

Positive collaboration and support between parents and teachers, where open communication and mutual cooperation help identify classroom needs and develop initiatives that support instructional goals. The active participation of parents in school-related activities also plays an important role, as their involvement in projects, programs, and learning initiatives helps provide additional resources and assistance that benefit both teachers and students.

Furthermore, proper coordination and adherence to school guidelines ensure that PTA contributions are aligned with school policies and educational objectives, promoting organized and effective implementation of support activities.

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CONCLUSION

Based on the findings and insight of the study, several recommendations are proposed to strengthen the role of the Parent–Teacher Association (PTA) in improving classroom conditions and providing instructional support:

First, schools are encouraged to strengthen the active involvement of the PTA in classroom improvement initiatives. School administrators and teachers may collaborate with PTA members in identifying and prioritizing classroom needs related to comfort, maintenance, and the availability of educational resources.

Second, schools may continue encouraging PTA participation in classroom maintenance and improvement activities.

Third, schools are encouraged to enhance PTA involvement in providing instructional support to teachers through collaboration with teachers.

Fourth, stronger communication and collaboration between teachers and parents should be promoted to sustain effective instructional support.

Fifth, schools may adopt and implement the proposed PTA Classroom Transformation Program (PCTP) as a structured framework for strengthening school–community collaboration. The program can guide school heads, teachers, and PTA officers in planning and implementing classroom improvement and instructional support initiatives in a systematic and coordinated manner.

Lastly, future researchers are encouraged to conduct further studies related to the role of the PTA in supporting school development and student learning outcomes. Expanding the

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study to other schools or educational contexts may provide broader insights into how PTA involvement contributes to classroom improvement, instructional support, and overall educational development.



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