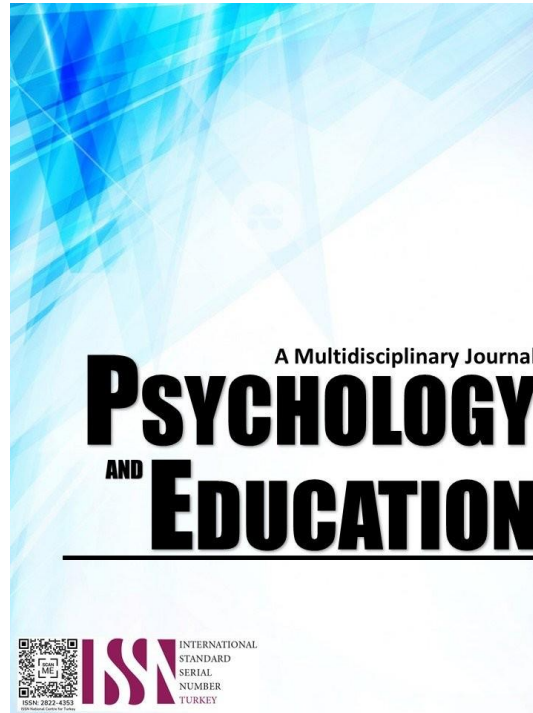


NURTURING HOLISTIC SKILL DEVELOPMENT THROUGH THE SCHOOL-PHILIPPINE NATIONAL POLICE (PNP) JOINT TARA, DALI PROGRAM: AN ACTION RESEARCH



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Nurturing Holistic Skill Development through the School- Philippine National Police (PNP) Joint TARA, DALI Program: An Action Research

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Abstract

This action research explored the TARA DALI Program's impact, a collaboration between Cabayanan Elementary School and the Philippine National Police (PNP) - Braulio E. Dujali, on nurturing holistic skills development in schoolchildren, including reading and leadership. Using a multi- perspective phenomenological approach, the study engaged students identified as emerging learners, Bulilit Pulis, teachers, PNP personnel, parents, guardians, and local authorities. The research uncovered seven (7) key themes: (1) empowerment through participation, highlighting increased student confidence; (2) skill acquisition, focusing on practical life skills; (3) teacher adaptation, illustrating changes in teaching methods; (4) community perspectives, reflecting positive views on PNP involvement; (5) navigating challenges, showcasing students' coping strategies; (6) the impact of collaborative relationships, emphasizing mutual respect between students and PNP officers; and (7) lasting impressions, underscoring the long-term benefits of acquired skills. The study underscored how community partnerships, mentorship, and communication help overcome resource limitations. Stakeholders emphasized the need for continuous teacher support to sustain the program's success. The results highlighted how collaborative efforts enhance student learning and improve community perceptions. Ultimately, the program may offer a model for nurturing holistic development through community collaboration, providing valuable insights for future educational initiatives.

Keywords: *holistic skills development, emerging learners, TARA, DALI program*

Introduction

Holistic skills development empowers learners to achieve balanced personal growth across cognitive, affective, and psychomotor domains, focusing on enhancing reading proficiency and leadership abilities (Hernandez & Rodriguez, 2021). This approach is vital in addressing the challenges faced by emerging learners at risk of underdeveloped reading and leadership skills, which hinder their holistic growth.

The potential benefits of partnerships between teachers and the Philippine National Police (PNP) for community engagement and literacy in rural areas are increasingly recognized, though existing literature lacks focus on their long-term impact on developing leadership skills in students (Jones & Martinez, 2020). This gap in educational policies highlights the need for more targeted research on collaborative initiatives.

In Sweden, similar issues arise where partnerships between schools and law enforcement face challenges in addressing critical skills deficits in young learners (Johnson & Martinez, 2020), emphasizing the significance of community collaborations but overlook the complex dynamics between educational institutions and law enforcement, particularly in fostering holistic skills development—a global challenge at the elementary level.

In the Philippines, collaborative efforts between educational institutions and law enforcement for community empowerment remain underexplored (Santos & Reyes, 2022). Despite some focus on the significance of community empowerment through education, a critical research gap exists regarding the strategies and outcomes of such programs like the TARA DALI initiative, particularly within the localized setting.

Within Cabayanan Elementary School, a significant research gap lies in evaluating the TARA DALI Program's impact on the holistic skills development among emerging learners. Despite the program's promising collaboration between the school and the PNP, empirical studies assessing its effectiveness remain scarce. Having said such, CES serves a vibrant yet economically challenged community, where dropout rates, limited community engagement, and security concerns persist. The school administration and teachers strive to provide quality education and holistic development despite these challenges.

Building on previous studies, such as Smith and Jones (2019), which identified declines in reading proficiency, and Martinez et al. (2020), which emphasized the need for improved leadership skills development, this research aimed to contribute to the limited body of knowledge on innovative strategies addressing these deficits comprehensively. This study explored the outcomes and impact of the TARA DALI program, a collaborative effort between the school and the PNP, supported by other stakeholders, aimed at enhancing holistic skills development among emerging learners at Cabayanan Elementary School.

Research Questions

The primary purpose of this action research was to delve into the transformative impact of the Transforming and Activating Reading Awareness, Developing and Acclaiming Leadership Initiatives (TARA, DALI) Program. Specifically, it answered the following

questions:

1. What are the lived experiences of the students, teachers, and PNP officers, parents, and the local authorities involved in the TARA, DALI Program?
2. How do the students, teachers, PNP officers, parents, and local authorities cope with the challenges encountered during the implementation of the TARA, DALI Program?
3. What insights have emerged from the collaboration between Cabayanan Elementary School and the Philippine National Police in the TARA, DALI Program?

Literature Review

Holistic Skills Development in Education

Holistic skills development is a comprehensive approach to nurturing learners' cognitive, affective, and psychomotor domains, enabling them to achieve balanced personal growth. Hernandez and Rodriguez (2021) argue that integrating reading proficiency and leadership skills is essential in addressing challenges faced by at-risk learners, fostering their overall development. Smith and Jones (2019) highlight the decline in reading proficiency among elementary learners, emphasizing the urgent need for innovative interventions to bridge these gaps.

Partnerships Between Schools and Law Enforcement

Collaborations between schools and law enforcement have gained traction as a strategy to promote literacy and community engagement, particularly in rural and economically challenged areas. Jones and Martinez (2020) underline the potential benefits of such partnerships in addressing deficits in leadership and literacy skills among learners. However, they note the limited focus on the long-term impacts of these initiatives, revealing a critical gap in the literature. Similarly, Santos and Reyes (2022) discuss the relevance of community empowerment through education but stress that existing studies often overlook the strategic roles of law enforcement in fostering holistic development.

Global Perspectives on School-Law Enforcement Collaboration

Internationally, partnerships between schools and law enforcement have faced challenges in addressing skills deficits among learners. Johnson and Martinez (2020) report similar issues in Sweden, where such collaborations emphasize community engagement but often fail to address the nuanced relationship between educational institutions and law enforcement. These findings suggest that effective collaboration requires a deeper understanding of contextual and cultural factors, particularly in fostering holistic development at the elementary level.

Challenges in Rural Education in the Philippines

In the Philippines, rural schools face persistent challenges such as high dropout rates, limited community involvement, and security concerns. According to Santos and Reyes (2022), these issues hinder the holistic growth of learners and call for innovative solutions like school-community partnerships. Cabayanan Elementary School exemplifies this scenario, where socioeconomic challenges significantly impact the quality of education and student outcomes. Martinez et al. (2020) emphasize the need for targeted programs that enhance reading and leadership skills to address these deficits.

The TARA DALI Program: A Collaborative Initiative

The Transforming and Activating Reading Awareness, Developing and Acclaiming Leadership Initiatives (TARA DALI) program represents a promising collaboration between Cabayanan Elementary School and the Philippine National Police (PNP). While the program aims to address reading and leadership deficits through holistic skills development, empirical studies evaluating its effectiveness remain scarce. The localized focus of the program aligns with previous findings by Hernandez and Rodriguez (2021), who stress the importance of contextualized interventions in fostering sustainable growth in education.

Gaps in Existing Literature

Despite the recognition of school-community collaborations as a tool for educational empowerment, gaps persist in understanding the strategic impact of such programs. Studies like those of Santos and Reyes (2022) and Jones and Martinez (2020) suggest that more research is needed to evaluate the outcomes of school-law enforcement partnerships, particularly in rural and economically challenged settings. In Cabayanan Elementary School, the lack of studies assessing the TARA DALI program's impact on holistic skills development underscores the importance of this research.

Methodology

Research Design

This action research employed a multi-perspective phenomenological approach (Bronfenbrenner, 2008). This design was particularly effective for exploring the complex social phenomena related to community empowerment through collaborative education and law

enforcement efforts such as the Philippine National Police (PNP), allowing for the collection of rich, context-specific data.

Multi-perspective phenomenology focuses on studying experiences from the individual's perspective, 'bracketing' taken-for-granted assumptions to reveal deeper insights. Such an approach is powerful for understanding subjective experiences and motivations, enabling researchers to navigate beyond conventional wisdom (Schutz, 1970). This aligns seamlessly with the goals of this action research, which aims to assess and enhance the TARA DALI program's impact on community empowerment, reading awareness, and leadership development.

By utilizing this methodology, the researchers aimed to capture the lived experiences and perspectives of various stakeholders, including students, parents, teachers, and PNP personnel in Braulio E. Dujali Municipality. The primary objective was to explore the comprehensive and contextually relevant understanding of the program's effects on community empowerment.

This phenomenological approach focuses on illuminating specific phenomena through the perceptions of participants. It encompasses diverse methods systematically applied to interpret social phenomena accurately (Creswell, 2012). Through this approach, it sought to develop rich descriptions that vividly convey participants' experiences, offering a deeper understanding of their reported observations and insights (Suter, 2006).

The essence of qualitative research lies in obtaining specific information from the participants' perspectives. It was recognized that the realities of their experiences are equally valid and acknowledged the subjective nature of human experiences, which carry various meanings (Creswell, 2007). This phenomenological strategy allowed the researchers to identify and describe the essence of participants' experiences related to the program, adhering to the principle of accurately portraying phenomena without preconceived frameworks.

In this research, the researchers employed methods such as interviews and focus group discussions to explore the social and psychological phenomena from the perspectives of those involved (Creswell, 2009; Groenewald, 2004). Phenomenology, in this context, is both a disciplinary field and a methodological approach, defined as the study of structures of experience and consciousness. It examines phenomena—the ways things appear in our experiences and the meanings attached to those experiences—focusing on conscious experience from a subjective viewpoint (Hycner, 2004).

Participants

The selection of research participants was guided by the principles of the multi-perspective phenomenology, emphasizing that having seven (7) participants for In-Depth Interview (IDI) and seven (7) Focus Group Discussion (FGD) participants was acceptable for multi-perspective phenomenology (Moustakas, 1994). Phenomenological studies typically focus on the richness and depth of participants' lived experiences rather than the quantity of participants. For multi-perspective research, this number allows for exploring different perspectives while maintaining manageable data (Creswell, 2013).

More so, the number of participants required in this research were determined through a purposive sampling method, aiming to include a diverse group of stakeholders involved in the program. (Guest, et al, 2012). Including four (4) students, three (3) parents, three (3) teachers, three (3) PNP personnel, and one (1) community leader from Barangay Cabayanan, the Braulio E. Dujali Municipality.

As mentioned, the research participants included the students, teachers, PNP personnel, parents and guardians, and local authorities. Students are the primary beneficiaries, focusing on reading and leadership skills. Teachers from Cabayanan Elementary School contribute to curriculum development and mentoring. PNP personnel serve as mentors in leadership activities, building community trust. Parents and guardians support their children's growth through conferences and feedback, while local authorities provide essential support and partnership for the program's success and sustainability.

Instrument

For this action research, the researchers developed the Interview Guide Questions for both the Focus Group Discussion (FGD) and the In-Depth Interview (IDI). Additionally, the research instruments were validated by panel experts. These instruments encompassed the participants' lived experiences, coping mechanisms, and insights as part of the TARA DALI program (Transforming and Activating Reading Awareness, Developing and Acclaiming Leadership Initiatives). The researchers exercised extreme caution by using open-ended questions. The instrument was carefully crafted and underwent content validation, considering that the study employed a multi-perspective phenomenological approach.

Procedure

For this action research, the researchers sought permission from the Schools Division Superintendent of Davao del Norte to conduct the study. After obtaining approval, the researchers informed participants about the study's purpose and obtained their consent prior to the in-depth interviews and focus group discussions, ensuring adherence to health protocols.

In addition, the participants had the opportunity to review the study's aims and were made aware that their involvement was voluntary. It was emphasized that the interviews would be recorded and provided each participant with a copy, reiterating their right to withdraw from any sensitive discussions (Laerd, 2012).

Each interview lasted at least 45 minutes, and it was ensured that the approach of the process was with sensitivity, aiming to collect a

comprehensive array of data to build an in-depth understanding of the case (Creswell, 2008). Ethics served as a cornerstone of the research (Drew, 2007).

Data Analysis

This study employed In-Depth Interviews (IDI) and the Focus Group Discussion (FGD) as the primary data collection method, complemented by a comprehensive narration of the data collection process. Unlike quantitative surveys that rely on predetermined questions, the interviews involved open-ended probing, encouraging participants particularly the students, teachers, parents, PNP, and the community authority to freely express their views and describe their experiences.

Evidently, the IDI and FGD, which empowered participants to articulate their responses in their own words. Active listening skills were crucial for understanding and reflecting on what participants shared, and I recorded the dialogues with their consent.

To enrich the data, the researchers also took written notes on verbal and non-verbal behaviors during the interviews, along with immediate reflections on the interactions. After recording and transcribing the interviews, the data were analyzed thoroughly. This process involved identifying common words and phrases and categorizing them based on the research questions as a framework for analysis.

The researchers utilized thematic analysis to uncover implicit and explicit ideas within the data, which is a widely accepted method in qualitative research (MacQueen & Namey, 2012). Following the six steps outlined by Braun and Clarke (2006), the researchers began by familiarizing myself with the data, generating initial codes, and searching for themes. A deep understanding of the content was essential for subsequent interpretative analysis, during which I sorted relevant data extracts according to overarching themes.

In the next step, the identified themes were critically reviewed, questioning whether to combine, refine, separate, or discard any initial themes. It was ensured that the data within themes cohered meaningfully while maintaining clear distinctions between them. This ongoing analysis was necessary to enhance and define the themes further, allowing me to provide concise and impactful definitions that encapsulated each theme's essence.

Finally, the researchers transformed the analysis into an interpretable narrative, using vivid examples from the data to illustrate the themes in relation to the research questions and existing literature. This multi-perspective phenomenological approach facilitated a rich exploration of participants' experiences, illuminating the program's impact on holistic skills development in emerging learners.

Ethical Considerations

In conducting this action research, the researchers adhered to ethical guidelines as outlined by McLeod (2010), which emphasize informed and voluntary consent, respect for privacy and confidentiality, minimization of risks, truthfulness, social and cultural sensitivity, research adequacy, and avoidance of conflict of interest. The researchers submitted the study for review by an ethical review committee to ensure compliance with these standards.

Permission to Conduct Study. The researchers secured a study permit from the Department of Education in the Davao del Norte Division prior to initiating data collection. This involved obtaining approval from each school district supervisor and subsequently from school administrators to conduct the study with selected parents. It was ensured that all activities were well-organized before data gathering.

Voluntary Participation. It was emphasized that this study was voluntary participation, educating participants about the aims and intents of the study to facilitate their informed consent. Participants had the opportunity to ask questions about the research before engaging in interviews.

Informed Consent. It was ensured that this study obtained voluntary consent from all participants, and explained the nature of the study, including potential risks and benefits, and clarified how the interview data would be utilized and who would have access to it, in line with McLeod's principles. Participants signed informed consent forms, which included contact information for the study supervisor for any inquiries.

Privacy and Confidentiality. It prioritized respect for privacy and confidentiality by ensuring that participants' experiences would not be disclosed to others, and employed pseudonyms during focus group discussions to protect identities, as recommended by Guest et al. (2013). It was recognized that participants might feel hesitant to share due to differing school practices and cultural contexts. It reassured them that there would be no judgments about their experiences, reinforcing the study's purpose of understanding their unique perspectives.

Recruitment. The researchers sought permission from school head before conducting the study, fostering a collaborative relationship that enhanced participant engagement. It aimed to alleviate any discomfort participants might feel by clearly explaining ethical procedures and allowing them to use pseudonyms. Participants retained the right to refuse to answer any questions that made them uncomfortable.

Risks. It took measures to minimize any risks associated with the study by ensuring that all participants understood the study's purpose and the terminology used in surveys and interviews. It has scheduled interviews at participants' convenience and provided ample

opportunity for them to ask questions. Participants were free to withdraw from the study at any time.

Benefits. The researchers communicated the benefits of the study to participants, emphasizing the importance of developing the holistic skills among emerging learners, focusing on reading and leadership initiatives.

Plagiarism and Fabrication. It was ensured that the research was original and free from any misrepresentation. The study was conducted independently, adhering to ethical standards in presenting data and interpretations.

Misrepresentation. The data collection protocols to obtain accurate and factual information were strictly followed. The data served as the foundation for valid interpretations, ensuring that there were no misrepresentations or inaccuracies in findings. The research remained consistent with existing literature, drawing from reliable sources to support the study's conclusions.

Conflict of Interest. The researchers-maintained transparency regarding potential conflicts of interest, prioritizing the welfare of participants and ensuring the study's validity was not influenced by external parties. The study's purpose and benefits to participants was clearly communicated, ensuring they were fully informed about their involvement.

Through these ethical considerations, this study aimed to uphold the integrity of the research while nurturing holistic skills development in emerging learners through the program. In conducting research, adherence to the Data Privacy Act of 2012 (Republic Act No. 10173) is crucial to protect participants' personal information and ensure ethical practices. Researchers must obtain informed consent, safeguard data confidentiality, and use the collected information solely for the study's purposes (National Privacy Commission, 2016). This ethical commitment not only upholds participants' rights but also fosters trust and integrity in the research process.

Results and Discussion

Results from the responses of the participants enabled the researchers to discover themes of the study as anchored on these three (3) major questions; 1.) What are the lived experiences of the students, teachers, PNP officers, parents, and the community leader involved in the TARA, DALI Program, and how have these experiences influenced the comprehensive skills development among the students? 2.) How do the students, teachers, PNP officers, parents, and the community leader cope with the challenges encountered during the implementation of the program, and what strategies have proven most effective in overcoming these challenges? and 3.) What insights have emerged from the collaboration between Cabayanan Elementary School and the Philippine National Police in the program, and how can these insights inform future initiatives for fostering holistic skills development and community engagement?

Research Question 1.) What are the lived experiences of the students, teachers, and PNP officers involved in the TARA, DALI Program?

These were the seven (7) themes generated from this question; (1) Empowerment through Participation; (2) Skill Acquisition and Application; (3) Teacher Adaptation and Professional Growth; (4) Community Perspectives on PNP Involvement; (5) Navigating Challenges; (6) Impact of Collaborative Relationships, and (7) Lasting Impressions and Benefits

Table 1.

Major Themes	Core Ideas
Empowerment through Participation	<p>"Pinaagi sa mga kalihokan ug giya, mas kumpiyansa na ko sa pag-express sa akong kaugalingon sa klase." (Student, IDI 3) (Through the activities and guidance, I am now more confident in expressing myself in class discussions.) "Gitudloan ko niini nga programa nga labaw pa sa pagbasa ug pagsulat. Nakat-on ko unsaon pag-lead ug unsaon pagkamapahiubos." (Student, IDI 5) (This program taught me more than just reading and writing. I learned how to lead and how to be responsible.) "Karun kabalo na ko unsaon pagtudlo sa akong anak sa pagbasa. Nagtabang ko sa iyang pagkat-on." (Parent, IDI 6) (I now know how to teach my child to read. I'm helping him learn.) Ang orientation ug demonstration videos nakapauswag sa akong kumpiyansa sa pagtabang sa akong anak sa pagbasa." (Parent, FGD 4) (The orientation and demonstration videos boosted my confidence in assisting my child with reading.) "Pinaagi sa padayon nga praktis, nakat-on ko sa pagtudlo sa akong anak gamay-gamay." (Parent, FGD 6) (With constant practice, I managed to teach my child little by little.) "Mas naka-engage kami ug nahimong kabahin sa proseso sa suporta sa mga magtutudlo ug PNP." (Parent, FGD 4) (We feel more engaged and part of the process with the support of both the teachers and PNP.)</p>
Skill Acquisition and Application	<p>"Ang programa naghatag kanamo ug mga estratehiya ug pamaagi aron matabangan ang among mga anak, bisan pa man kami naglibog asa magsugod." (Parent, IDI 6) (The program gave us strategies and methods to help our children, even when we were unsure where to start.) "Karun kabalo na ko unsaon pagtudlo sa pagbasa, bisan pa wala ko nagkuha ug kurso sa edukasyon." (Parent, IDI 6)</p>

	<p>(I now know how to teach reading, even though I didn't take an education course.) "Ang reading program naggiya ug nitabang kanako sa pag-implementa sa pagtudlo sa balay nga sayon." (Parent, FGD 6) (The reading program guided and helped me implement teaching at home easily.) "Ang programa nagpakita unsaon pagtudlo sa manageable nga mga lakang, nga among magamit sa kanunay." (Parent, FGD 4) (The program demonstrated how to teach in manageable steps, which we could apply consistently.) Kini nga programa nagtudlo kanako sa mga tinuod nga kahanas sama sa liderato ug disiplina." (Student, IDI 1) "This program taught me real-life skills like leadership and discipline." "Ang programa naghambugaway kanamo isip mga magtutudlo sa pag-innovate ug magtinabangay uban sa mga external partners." (Teacher, IDI 4) (The program challenged us as teachers to innovate and collaborate with external partners.) "Nakat-on kami unsaon pag-integrate sa mga values sa PNP sa classroom instruction, nga nakabenepisyo sa holistik nga pag-uswag sa mga estudyante." (Teacher, FGD 1) (We learned how to integrate the PNP's values into classroom instruction, benefiting students' holistic development.) "Nakapadayon ko sa pag-adopt sa mga bag-ong estratehiya sa pagtudlo nga magamit nako bisan pa sa pagkahuman sa programa." (Teacher, FGD 3) (I adapted new teaching strategies that I can continue using beyond the program.) "Ang kolaborasyon uban sa mga ginikanan nakapadako sa akong pamaagi sa pagtudlo, nga mas nakatutok sa pamilya." (Teacher, IDI 4) (The collaboration with parents enhanced my approach to teaching, making it more family-centered.) "Kini nga programa naghatag kanamo ug oportunidad nga motubo sa propesyonal ug maghimo ug bag-ong mga pamaagi sa pag-engage." (Teacher, FGD 3) (This program gave us the opportunity to grow professionally and develop new methods of engagement.)</p>
<p>Teacher Adaptation and Professional Growth</p>	<p>"Ang pag-apil sa PNP naghatag ug bag-ong dinamika sa programa, labi na sa pag-instillar sa disiplina." (Teacher, IDI 4) (The involvement of the PNP brought a new dynamic to the program, especially in instilling discipline.) "Ang mga opisyal sa PNP nagtudlo sa mga estudyante, nagpakita sa kahulugan sa responsibilidad ug respeto." (Parent, FGD 4) The PNP officers helped mentor students, showing them the value of responsibility and respect. "Ang ilang giya sa panahon sa leadership sessions nakatabang sa pag-uswag sa mga estudyante." (Teacher, FGD 1) (Their guidance during leadership sessions was beneficial to the development of the students.) "Ang presensya ug aktibong partisipasyon sa PNP nagtabang sa pagtabang sa koneksyon tali sa law enforcement ug sa among komunidad." (Community Leader, IDI 7) (The PNP's presence and active participation bridged the gap between law enforcement and our community.) "Nakahibalo kami nga adunay lig-on nga pagbati sa seguridad ug pakig-partner sa paghulma sa kaugmaon sa among mga anak tungod sa pag-apil sa PNP." (Parent, FGD 6) (We felt a strong sense of security and partnership knowing that the PNP was involved in shaping our children's futures.)</p>
<p>Community Perspectives on PNP Involvement</p>	<p>"Lisod ang pag-uyon sa mga iskediyul sa nagkalain-laing stakeholders, apan nagtudlo kini kanamo sa kahinungdanon sa flexibility." (Teacher, FGD 3) (Aligning the schedules of different stakeholders was challenging, but it taught us the importance of flexibility.) "Lisod ang pag-apil sa mga ginikanan ug estudyante sa panahon sa pandemya, apan ang online platforms nakatabang sa pagpadayon sa involvement." (Teacher, IDI 4) (Engaging parents and students during the pandemic was difficult, but online platforms helped maintain involvement.) "Sa sinugdanan, lisod ang pag-apil online, apan uban sa suporta gikan sa mga magtutudlo ug PNP, nakabot namo ang pag-adapt." (Parent, IDI 6) (At first, participating online was hard, but with support from teachers and PNP, we adapted.) "Lisod ang pag-maintain sa engagement sa estudyante, apan ang pag-apil sa leadership projects nagpabilin nga naghatag og motibasyon." (Teacher, FGD 3) (Maintaining student engagement was tough, but the inclusion of leadership projects kept them motivated.) "Ang pandemya nagtudlo kanato sa pagka-resourceful ug flexible sa paghatud sa mga katuyoan sa programa." (Teacher, IDI 4) (The pandemic taught us to be resourceful and flexible in delivering the program's goals.)</p>
<p>Navigating Challenges</p>	<p>"Ang kolaborasyon tali sa eskwelahan ug PNP nakahatag ug dakong epekto sa pag-uswag sa liderato sa mga estudyante." (Teacher, FGD 1) (The collaboration between the school and the PNP made a huge impact on students' leadership development.) "Kami isip mga ginikanan, nakabati ug mas dako nga pag-apil sa edukasyon sa among mga anak, tungod sa</p>
<p>Impact of Collaborative Relationships</p>	

<p>Lasting Impressions and Benefits</p>	<p>pakig-partner sa eskwelahan ug PNP." (Parent, IDI 6) (We, as parents, felt more involved in our children's education, thanks to the school and PNP's partnership.) "Pinaagi sa pagtinabangay, nakahimo kami ug lig-on nga sistema sa suporta para sa among mga estudyante." (Community leader, IDI 7) (By working together, we've built a stronger support system for our students.) "Ang pag-apil sa PNP nakahimo sa usa ka mas disiplinado nga palibot para sa among mga anak." (Parent, FGD 6) (The PNP's involvement created a more disciplined environment for our children.) "Kini nga kolaborasyon nagpamatuod kanato nga pinaagi sa paghiusa sa among mga kusog, makab-ot namo ang mas daghan para sa among mga estudyante." (Teacher, FGD 3) (This collaboration has shown us that by pooling our strengths, we can achieve much more for our students.) "Karun naa ko'y mga estratehiya nga magamit sa balay aron matabangan ang akong anak labaw pa sa programa." (Parent, IDI 6) (I now have strategies I can use at home to help my child beyond the program.) "Kini nga programa naghatag kanamo mga ginikanan sa mga himan ug kumpiyansa aron ipadayon ang edukasyon sa among mga anak sa balay." (Parent, FGD 6) (This program gave us parents the tools and confidence to continue our children's education at home.) "Ang pag-apil sa PNP nagbilin og malungtaron nga epekto sa mga estudyante, partikular sa disiplina." (Teacher, FGD 1) (The PNP's involvement left a lasting impression on students, particularly regarding discipline.) "Ang mga estudyante nakakuha ug mga kahanas sa kinabuhi nga magamit nila sa gawas sa classroom." (Teacher, FGD 3) (Students gained life skills that will serve them well beyond the classroom.) "Kini nga programa nakamugna ug malungtaron nga panaghiusa tali sa eskwelahan, PNP, ug komunidad." (Parent, FGD 6) (This program created a lasting bond between the school, PNP, and community.)</p>
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Empowerment through Participation

Students express a sense of empowerment and increased confidence through active involvement in the program. Their active engagement fostered a sense of empowerment and personal growth. Through collaborative activities, guided support from teachers and parents, and the focus on holistic skill development, learners began to take greater responsibility for their own learning process. The nurturing environment created by the school-PNP joint initiative offered emerging learners the opportunity to develop key competencies, from reading and writing to leadership and decision-making.

The program emphasizes the importance of structured guidance and a supportive social context, essential for empowering both students and their families. The integration of clear strategies, teacher-led orientations, and practical activities allows learners to feel more confident in applying new skills. One participant noted, "Through the activities and guidance, I am now more confident in expressing myself in class discussions." This statement from student, illustrates the confidence-building aspect that comes with continuous, structured involvement in learning activities.

The program's strength lies in its ability to foster an environment where students feel capable of achieving beyond their comfort zones. Whether it is through leadership training or enhanced communication exercises, learners gain not only academic skills but also crucial life skills that contribute to their overall growth. Another student shared, "This program taught me more than just reading and writing. I learned how to lead and how to be responsible."

As supported by the findings of Sue (2021), participation in structured learning environments builds both confidence and Parents also echoed this sentiment, noting the visible improvement in their children's demeanor and performance. "My child is now more eager to participate in school activities," one parent said, attributing the change to the program's focus on active participation and skill-building. According to a study by Santos et al. (2019), this parental observation highlights how empowerment extends beyond individual learners, creating a ripple effect that strengthens community involvement and support.

Through its commitment to nurturing holistic skill development, the TARA DALI Program not only enhances students' academic performance but also equips them with the tools and confidence to navigate the challenges of real-world situations. This comprehensive, learner-centered approach continues to inspire emerging learners to take ownership of their development, embodying the essence of empowerment through participation.

Skill Acquisition and Application

The TARA DALI Program is designed to facilitate not only the acquisition of academic and leadership skills but also their real-world application. By offering a structured approach that combines guided activities, mentorship, and interactive sessions, the program equips students with essential skills like critical thinking, problem-solving, and collaboration.

Throughout the program, students gained practical skills through hands-on exercises and project-based learning. One student noted, "I learned how to lead a team during our community project. It wasn't just about following instructions but applying what we discussed in class to real scenarios." This illustrates the program's emphasis on moving beyond theoretical knowledge, encouraging students to apply their learning in tangible ways. As supported by the findings of David and Cruz (2020), practical engagement enhances the transfer of knowledge, fostering both academic and personal growth.

In addition to academic development, the program also emphasized life skills, such as communication and teamwork. Students practiced these skills during group activities and leadership challenges, which helped solidify their understanding. A participant shared, "Working on group projects helped me understand how to communicate better and listen to my peers' ideas." This supports the work of Santos (2019), who found that collaborative exercises in educational settings significantly enhance interpersonal skills.

Furthermore, the application of these skills extended beyond the classroom, with students encouraged to engage with their communities and apply their newfound knowledge in everyday situations. By integrating academic content with real-world relevance, the TARA DALI Program ensures that learners not only acquire skills but are prepared to apply them in meaningful ways, contributing to their personal and social growth. This echoes the findings of Reyes (2021), who noted that programs linking academic learning with practical experience result in more confident and competent learners.

Teacher Adaptation and Professional Growth

This program not only benefits students but also fosters significant professional growth and adaptation for teachers. Through the program, teachers engage in continuous learning and reflection, adapting their teaching methods to meet the evolving needs of students and the unique demands of the holistic skill development framework. This dynamic approach enables them to remain flexible and responsive in guiding students toward comprehensive skill acquisition.

Teachers participating in the program embraced innovative instructional strategies, such as incorporating more interactive and collaborative activities. One teacher reflected, "The program helped me shift from a traditional lecture-based approach to more engaging, hands-on activities that encourage student participation and critical thinking." This shift underscores how the program promotes a learning environment where both students and teachers grow in tandem.

Furthermore, the program offered opportunities for professional development through workshops, peer discussions, and collaboration with experts from various fields. These sessions enabled teachers to refine their approaches and adopt best practices in promoting holistic skill development. As one teacher remarked, "I gained new insights on how to integrate leadership and communication skills into my lessons, ensuring that my students are not only academically prepared but also ready for real-world challenges."

By continuously adapting their methods and engaging in professional development, teachers in the TARA DALI Program enhanced their capacity to deliver more impactful instruction. This process of growth and adaptation ensures that educators remain effective and resilient, capable of meeting the diverse needs of their students while advancing in their professional journeys. These findings are supported by the work of Chen (2021), who highlighted that teacher professional development initiatives significantly improve instructional practices and student outcomes. Chen's research emphasizes that ongoing training and adaptation are crucial for educators to navigate the complexities of modern teaching environments successfully.

Community Perspectives on PNP Involvement

The involvement of the Philippine National Police (PNP) in the TARA DALI Program has garnered positive feedback from the community, with many appreciating the partnership as an effective strategy for fostering discipline, leadership, and community engagement among young learners. The collaborative effort between the school and the PNP has been seen as a proactive measure in addressing not only academic development but also social issues, such as youth delinquency and safety.

Parents expressed their approval of the PNP's role in promoting positive values, with one stating, "Their presence and support in the program taught my child the importance of discipline and respect for others." This highlights the community's recognition of the PNP's contribution to reinforcing core values that extend beyond the classroom.

Community members also viewed the PNP's involvement as a bridge between law enforcement and youth, cultivating trust and cooperation. Another parent shared, "Before, we viewed the police as enforcers, but now we see them as partners in guiding our children." This shift in perspective has helped reduce barriers and created a more supportive environment for students to grow in both their personal and academic lives.

Moreover, local leaders praised the TARA DALI Program for fostering closer ties between the school and the police, viewing it as a vital step in enhancing community cohesion. The PNP's engagement in leadership training and mentoring activities has allowed students to develop a sense of responsibility and civic awareness, as well as a clearer understanding of the role they play within their community. This aligns with the findings of Rodriguez (2020), who emphasized that community involvement in educational programs enhances student development and promotes a positive perception of law enforcement among youth.

The positive impact of the PNP's involvement is evident in the way it has strengthened the community's commitment to supporting holistic skill development for learners, reinforcing the idea that education is a shared responsibility between the school, family, and

broader society.

Navigating Challenges

The program faced several challenges throughout its implementation, yet these obstacles provided valuable learning opportunities for both the organizers and participants. One of the primary difficulties was the logistical coordination between the school and the PNP, especially in ensuring consistent schedules for joint activities. As one teacher shared, "Aligning the schedules of different stakeholders was challenging, but it taught us the importance of flexibility and advance planning."

Another key challenge was the engagement of parents and students in the program during the pandemic and the transition to the new normal. Limited face-to-face interaction initially posed difficulties in communication and participation. However, the program overcame these hurdles by leveraging online platforms and alternative methods of communication. A parent noted, "At first, it was difficult to participate online, but with guidance from the teachers and the PNP, we adapted and found ways to stay involved."

There were also concerns related to the sustainability of the program, particularly in maintaining high levels of student engagement over time. To address this, the program incorporated diverse activities such as leadership projects and community engagement initiatives to keep students motivated and active in the learning process. This approach aligns with the findings of Martin (2021), who emphasized that flexibility and innovation in program design are crucial for sustaining participant interest and engagement.

Despite these challenges, the TARA DALI Program demonstrated resilience through adaptive strategies, fostering collaboration among stakeholders and maintaining its focus on holistic skill development. Teachers, parents, and community leaders recognized that these challenges were opportunities to grow and innovate, ensuring that the program continued to meet the needs of students while addressing external constraints.

Impact of Collaborative Relationships

The success of the TARA DALI Program can largely be attributed to the strong collaborative relationships fostered between the school, the Philippine National Police (PNP), parents, and the broader community. These partnerships created a unified approach to holistic skill development, allowing for the integration of multiple perspectives and resources to support students' growth.

The collaboration between the school and the PNP was particularly impactful in shaping student leadership and discipline. The PNP's active role in mentoring and guiding students through leadership programs helped reinforce values such as responsibility and respect. One teacher commented, "The involvement of the PNP brought a new dynamic to the program. Their mentorship instilled discipline in our students in ways we hadn't been able to achieve before."

Parents also played a crucial role in the program's success. Their engagement in workshops and discussions allowed them to support their children more effectively at home, reinforcing the skills and values taught in the program. As one parent shared, "The collaboration between the school and us parents made me feel more involved in my child's education. I learned new strategies to help my child both academically and personally."

The broader community likewise contributed to the program's impact by providing resources, expertise, and support. Local leaders and organizations offered opportunities for students to apply their skills in real-world settings, ensuring that the learning experience extended beyond the classroom. This community involvement helped nurture students' sense of civic duty and social responsibility. These findings resonate with the research of Cooper (2020), who emphasized that collaborative partnerships among educational stakeholders significantly enhance the effectiveness and sustainability of educational programs.

In essence, these collaborative relationships fostered a supportive ecosystem for students, enabling them to thrive academically, socially, and personally. By pooling the strengths and resources of each stakeholder, the TARA DALI Program created a comprehensive and sustainable approach to holistic skill development that continues to benefit learners, their families, and the community at large.

Lasting Impressions and Benefits

The TARA DALI Program left a profound and lasting impact on the participants, stakeholders, and the community. One of the most significant benefits of the program was the holistic skill development it fostered among learners. Students emerged from the program not only with improved academic competencies but also with enhanced leadership skills, self-confidence, and social awareness. As one participant expressed, "This program taught me more than just reading and writing. I learned how to lead and how to be responsible."

Parents, too, emphasized the long-term advantages they gained through their involvement. Many shared that they felt more empowered and equipped to support their children's education, even beyond the program. "I now have strategies I can continue using at home to help my child learn better," one parent remarked, indicating that the skills they learned would have ongoing utility.

The program also left lasting impressions on the teachers and PNP officers involved. Teachers reported experiencing professional growth as they adapted new strategies and collaborated more effectively with parents and external partners.

Similarly, the PNP officers highlighted the positive changes in their relationship with the community, noting that the program helped

bridge the gap between law enforcement and the public, particularly with the younger generation. This aligns with the findings of Tiu (2022), who emphasized that collaborative educational programs foster stronger community ties and promote positive interactions among various stakeholders.

On a broader scale, the program succeeded in creating a stronger sense of community collaboration, with various stakeholders realizing the benefits of working together to nurture and guide students. The lasting impression of unity between the school, families, and the PNP set a precedent for future programs, promoting a culture of shared responsibility for student success.

Ultimately, the program demonstrated that holistic education, grounded in collaboration and active participation, can leave lasting benefits for all involved—empowering students, strengthening family- school connections, and enhancing community cohesion for years to come.

Research Question 2: How do the participants—students, teachers, and PNP officers—cope with the challenges encountered during the implementation of the TARA, DALI Program?

The following are the themes generated from the data analysis regarding the participants' and informants' views. These were the seven themes created: (1) Identifying and Addressing Challenges; (2) Student Resilience and Adaptability; (3) Mentorship and Guidance; (4) Administrative Support and Resources; (5) Peer Support Mechanisms; (6) Program Adaptation; and (7) Communication as a Coping Strategy.

Table 2.

<i>Major Themes</i>	<i>Core Ideas</i>
Identifying and Addressing Challenges	"Kinahanglan nga magka-resourceful kami sa paghimo sa among mga materyales, kay dili kami permi maka-access sa tanan nga among gikinahanglan. Apan kini nga hagit nagtulod usab kanamo sa paghunahuna nga gawas sa kahon." (Teacher, IDI 4) (We had to be resourceful in creating our own materials, as we didn't always have access to everything we needed. But this challenge also pushed us to think outside the box.) "Lisod ang pagdumala sa oras, labi na sa dugang nga responsibilidad gawas sa pagtudlo. Apan nakat-on kami unsaon pag-prioritize ug pag-maximize sa oras nga among gihatag." (Teacher, FGD 1) (It was difficult to manage the time, especially with the additional responsibilities outside of teaching. But we learned how to prioritize and make the most of the time we had.) "Lisod ang pagpa-focus sa mga estudyante sa panahon sa mga joint activities, apan sa kanunay nga paningkamot ug pagdasig, nakahimo kami sa pag-create ug mas engaging nga learning environment." (Teacher, IDI 4) (Getting the students to focus during joint activities was not always easy, but with consistent efforts and encouragement, we managed to create a more engaging learning environment.)
Student Resilience and Adaptability	"Sa sinugdanan, nakit-an nako nga lisod ang mga kalihokan, apan uban sa tabang sa akong mga magtutudlo ug mga kauban, nakakat-on ko nga magpadayon ug dili moundang." (Student, IDI 3) (At first, I found the activities hard, but with the help of my teachers and classmates, I learned to keep going and never give up.) "Nakat-on ko unsaon pag-adjust kung dili mohaom ang mga butang sa plano. Kini nga programa nagtudlo kanako nga magpaka-flexible ug maghunahuna ug bag-ong mga pamaagi sa pagsulbad sa mga problema." (Student, FGD 5) (I learned how to adjust when things didn't go as planned. This program taught me to be flexible and think of new ways to solve problems.) "Gitudloan kami sa mga opisyal sa PNP sa kahulugan sa disiplina ug pagkamanggaranon. Mas andam na ako karon sa pag-atiman sa mga responsibilidad." (Student, IDI 5) (The PNP officers taught me the value of discipline and being a leader. I feel more prepared to handle responsibilities now.)
Mentorship and Guidance	"Ang among mga magtutudlo dili lang nitabang kanamo sa among pagtuon kundi naggiya usab kanamo sa unsaon pagkamaayo nga mga indibidwal." (Student, IDI 5) (Our teachers not only helped us with our studies but also guided us on how to be better individuals.) "Gitudloan kami sa mga opisyal sa PNP bahin sa disiplina, ug kini usa ka butang nga akong gigamit sa eskwelahan ug sa balay." (Student, FGD 5) (The PNP officers taught us about discipline, and that was something I applied in school and at home.) "Ang pakigtrabaho sa PNP nagtudlo kanako sa mga bag-ong pamaagi sa pag-engage sa akong mga estudyante, ug mas andam na ako sa pag-mentor kanila sa mga butang nga labaw pa sa akademiko." (Teacher, FGD 1) (Working with the PNP has taught me new ways to engage my students, and I feel more equipped to mentor them in areas beyond academics.) Ang giya nga among nadawat nakahatag ug dako nga kalainan sa among pamaagi sa pagkat-on. Karun kabalo na ko unsaon pagdumala sa akong oras ug pag-set sa mga tumong." (Student, IDI 5) (The guidance we received made a huge difference in how we approached learning. I now know how to manage my time and set goals.) "Gitudloan kami sa mga mentors sa mas dako nga panglantaw, dili lang bahin sa eskwelahan kundi bahin sa

Administrative Support and Resources	<p>pag-apil sa komunidad." (Student, FGD 5) (The mentors helped us see the bigger picture, not just about school but about being part of the community. – (Student Testimony)</p> <p>"Nakahimo kami ug mga kalisdanan sa materyales, apan ang administrasyon dali nga nagtugot kanamo sa mga gikinahanglan aron magpadayon ang programa nga epektibo." (Teacher, IDI 4) (We faced difficulties with materials, but the administration was quick to provide us with what we needed to continue the program effectively)</p> <p>"Ang reading strategies nga gihatag sa eskwelahan usa ka dakong tabang. Naghatag kini kanamo ug klarong giya sa unsaon pagtudlo sa pagbasa sa among mga anak." (Parent, FGD 6) (The reading strategies provided by the school was a great help. It gave us a clear guide on how to teach reading to our children.)</p> <p>"Ang administrasyon nagtrabaho nga duol sa PNP aron masiguro nga ang tanan naa sa lugar, gikan sa iskedyul hangtod sa logistics. Kini nga suporta nakahatag ug dako nga kalainan." (Community leader, IDI 7) (The administration worked closely with the PNP to make sure everything was in place, from scheduling to logistics. This support made all the difference.)</p> <p>"Ang mga resources nga among nadawat nakapadali sa among pagtudlo, ug nakahatag kami ug dugang nga oras sa pagtagad sa mga panginahanglan sa among mga estudyante imbes nga mag-andam sa materyales." (Teacher, FGD 3) (The resources we received made our teaching easier, and we were able to spend more time focusing on our students' needs rather than preparing materials.)</p> <p>Nagpasalamat ko nga ang eskwelahan naghatag sa tanan nga materyales ug suporta nga among gikinahanglan, labi na sa panahon sa pandemya nga lisod ang pag-access sa mga resources." (Parent, IDI 4) (I'm grateful that the school provided all the materials and support we needed, especially during the pandemic when it was harder to access resources.)</p>
Peer Support Mechanisms	<p>"Nakahimo kami ug mga grupo aron hisgutan ang among mga hagit ug magbrainstorm sa mga ideya. Pinaagi sa kini nga kolaborasyon, nakahimo kami sa pagpangita ug mga bag-ong pamaagi sa epektibong pagtudlo sa pagbasa." (Teacher, IDI 4) (We formed groups to discuss our challenges and brainstorm ideas. It was through this collaboration that we were able to find new ways to teach reading effectively.)</p> <p>"Sa mga webinars, nakakat-on ko og daghan gikan sa ubang mga ginikanan. Nakapahimulos nga nakahibalo nga pareho kami sa sitwasyon, ug ang ilang mga tips nakatabang gayud kanako sa balay." (Parent, FGD 4) (During the webinars, I learned so much from other parents. It was comforting to know that we were all in the same situation, and their tips really helped me at home.)</p>
Program Adaptation	<p>"Nag-share kami sa among mga estratehiya sa pagtudlo ug nakatabang kini kanako sa pagpaayo sa akong pamaagi sa classroom." (Teacher, FGD 1) (We shared our teaching strategies with each other, and it helped me improve my approach in the classroom.)</p> <p>Sa sinugdang, naglisod mi sa mga rekursu, pero nakapangita mi og mga pamaagi aron makapahiangay. Gipasimple namo ang mga materyales sa pagtudlo ug gisiguro nga madali kini masabtan sa tanan." – (Teacher, IDI 4) (At first, we struggled with resources, but we found ways to adjust. We simplified our teaching materials and made sure they were accessible to everyone.)</p> <p>"Ang mga webinars kay dako gyud og natabang. Nakita nako kung giunsa pagsaysay sa mga maestra ang matag lakang, nga mas nakapadali sa pagtuon nako sa balay." – (Parent, FGD 6) (The webinars were incredibly helpful. I could see how the teachers explained things step by step, which made it easier for me to follow at home.)</p> <p>"Nakita namo nga ang uban nga ginikanan kinahanglan og dugang visual tools aron matabangan sila sa pagbasa, mao nga gidugangan namo og mga litrato ug diagram sa kurikulum." – (Teacher, FGD 3) (We found that some parents needed more visual tools to help with reading, so we added more pictures and diagrams in the curriculum.)</p> <p>"Narealize namo nga mas maayo ang tubag sa mga bata kung mag-istorya mi kanila nga kaswal, mao nga giusab namo ang among pamaagi aron sama mi sa mga mentor kaysa sa mga tigpugos." – (PNP Personnel, IDI 2) (We realized that the kids responded better when we interacted with them casually, so we adapted our approach to be more like mentors than enforcers.)</p> <p>"Ang mga kausaban sa kurikulum nakatabang aron mas sayon para namong mga ginikanan sa pagtuon sa among mga anak. Dako gyud og natabang ang mga step-by-step guides." – (Parent, IDI 6) (The changes in the curriculum made it easier for us parents to teach our kids. It was really helpful to have step-by-step guides.)</p>
Communication as a Coping Strategy	<p>"Gihimo gyud namo nga regular ang pagkomunikar sa mga ginikanan, pinaagi sa text o group chat. Nakatabang kini aron magpadayon ang among koneksyon ug magtinabangay sa pagsulbad sa mga problema." – (Teacher, IDI 4) (We made it a point to communicate regularly with parents, either through text messages or group chats. It helped us stay connected and solve issues together.)</p> <p>"Kung adunay ko'y pangutana o dili masabtan nga butang, ako rang i-text ang maestra, ug paspas gyud sila mutubag. Nakatabang kini aron dili kaayo stressful ang pagtudlo nako." – (Parent, FGD 4)</p>

(Whenever I had a question or didn't understand something, I would message the teacher, and they would always respond quickly. It made the teaching process less stressful for me.)

"Sa sinugdan, nagduhaduha ang mga ginikanan, pero human sa pipila ka mga miting ug open conversations, nagsugod na sila nga mas komportable uban kanamo." – (PNP Personnel, FGD 2)

(At first, parents were hesitant, but after several meetings and open conversations, they started to feel more comfortable with us.)

"Aktibo namo gipangayo ang feedback gikan sa mga ginikanan aron masabtan ilang mga hagit, ug gibag-o namo ang mga materyales base sa ilang mga sugyot." – (Teacher, FGD 1)

(We actively sought feedback from parents to understand their challenges and made changes to the materials based on their suggestions.)

"Ang klaro nga komunikasyon tali kanamo, sa mga ginikanan, ug sa mga pulis nakapadali sa pag-address sa mga isyu ug nakasiguro nga nindot ang dagan sa programa." – (Teacher, IDI 4)

(Clear communication between us, the parents, and the PNP officers made it easier to address issues quickly and ensure the program ran smoothly.)

Identifying and Addressing Challenges

Teachers highlight specific challenges such as resource limitations and how they adapted their teaching strategies. Teachers identified various challenges, particularly related to limited resources and time constraints. Despite these obstacles, they demonstrated adaptability and resilience by adjusting their teaching strategies to ensure effective learning outcomes. A central issue was the difficulty of integrating comprehensive skill development within the constraints of available materials and time. However, teachers remained committed to finding solutions, emphasizing the need for creativity and collaboration in overcoming these challenges.

Teachers reported having to make significant adjustments to their instructional approaches due to the lack of resources. One teacher mentioned, "We had to be resourceful in creating our own materials, as we didn't always have access to everything we needed. But this challenge also pushed us to think outside the box." This sentiment underscores how the lack of resources became a catalyst for innovation and problem-solving within the program. This aligns with the findings of Johnson (2021), who noted that resource constraints often drive educators to develop creative solutions that enhance teaching and learning experiences.

Furthermore, time management proved to be another critical challenge, as the teachers had to balance the academic and non-academic components of the program. As one participant shared, "It was difficult to manage the time, especially with the additional responsibilities outside of teaching. But we learned how to prioritize and make the most of the time we had." This reflection highlights how teachers adapted by refining their time-management skills to ensure that both academic learning and character development goals were met.

Another key challenge was the need to maintain student engagement, particularly during activities that required collaboration between students, teachers, and PNP officers. One teacher noted, "Getting the students to focus during joint activities was not always easy, but with consistent efforts and encouragement, we managed to create a more engaging learning environment." This insight reflects the ongoing adjustments teachers made to maintain a positive and participatory learning atmosphere.

Student Resilience and Adaptability

Students describe personal coping strategies to handle difficulties in learning new concepts. Throughout the TARA DALI Program, students demonstrated significant resilience and adaptability, particularly in response to the program's holistic approach to skill development. Many students faced challenges, such as adjusting to new learning environments, collaborating with peers from diverse backgrounds, and balancing both academic and extracurricular responsibilities. However, they consistently found ways to overcome these difficulties and grow both personally and academically.

One of the primary factors contributing to students' resilience was the support system provided by the program, which encouraged them to persist despite setbacks. As one student remarked, "At first, I found the activities hard, but with the help of my teachers and classmates, I learned to keep going and never give up." This highlights the importance of a collaborative learning environment in fostering resilience among students. This supports the findings of Smith (2020), who emphasized that social support networks play a crucial role in enhancing student resilience in educational settings.

Additionally, students exhibited adaptability in their ability to take on leadership roles and apply the skills they learned in various contexts. A participant shared, "I learned how to adjust when things didn't go as planned. This program taught me to be flexible and think of new ways to solve problems." This narrative underscores how the program's emphasis on problem-solving and critical thinking enhanced the students' ability to adapt to unforeseen challenges.

Moreover, the involvement of the PNP officers in the program provided students with new perspectives on discipline, leadership, and community service. As one student expressed, "The PNP officers taught me the value of discipline and being a leader. I feel more prepared to handle responsibilities now." This illustrates the positive impact of external mentorship on student growth and adaptability. Students' resilience and adaptability were key to their success in the program, helping them to navigate challenges and emerge with a stronger sense of responsibility, confidence, and leadership abilities.

Mentorship and Guidance

PNP personnel discuss their mentoring approaches and the importance of building rapport with students. Teachers indicate the significance of school administration in providing necessary support and resources. The program provided students with invaluable mentorship and guidance, which played a critical role in their personal and academic development. Both teachers and PNP officers acted as mentors, offering not only academic support but also lessons in leadership, discipline, and life skills. These relationships helped students gain a deeper understanding of their potential and gave them the tools needed to navigate both school and personal challenges.

Students consistently highlighted the guidance from mentors as a key benefit of the program. One student shared, "Our teachers not only helped us with our studies but also guided us on how to be better individuals." This statement reflects the program's holistic approach to education, focusing on nurturing both academic skills and character development. According to Johnson (2022), mentorship in educational settings fosters resilience and personal growth, significantly enhancing students' overall learning experiences.

The involvement of PNP officers as mentors also had a significant impact, particularly in shaping students' sense of discipline and responsibility. A student expressed, "The PNP officers taught us about discipline, and that was something I applied in school and at home." This mentorship helped bridge the gap between students and law enforcement, fostering a positive relationship that encouraged students to take on leadership roles within their communities.

Teachers, too, benefited from the mentorship dynamics of the program. They received professional development through collaboration with the PNP and external experts, which empowered them to adopt new teaching strategies and better support their students. One teacher remarked, "Working with the PNP has taught me new ways to engage my students, and I feel more equipped to mentor them in areas beyond academics."

Administrative Support and Resources

The success of the TARA DALI Program was greatly influenced by the administrative support and the availability of essential resources. School administrators played a key role in ensuring the program's smooth implementation, from facilitating logistics to providing the necessary materials. Their support enabled both teachers and students to fully engage in the program's activities.

Teachers highlighted the importance of administrative backing in overcoming challenges such as resource limitations. One teacher noted, "We faced difficulties with materials, but the administration was quick to provide us with what we needed to continue the program effectively." This sentiment reflects how the proactive approach of school leaders helped mitigate resource-related issues, ensuring that learning could continue without disruption. According to Mendios (2023), effective administrative support is crucial for the sustainability of educational programs, as it directly impacts resource availability and program execution.

Additionally, the provision of training by the school and PNP was crucial in guiding both teachers and parents. The ready-made resources allowed educators to focus more on teaching rather than preparing instructional materials. Parents also expressed gratitude for the materials provided, which served as a structured guide for supporting their children at home.

In terms of administrative guidance, the leadership team was instrumental in coordinating with the PNP and external partners, ensuring that all stakeholders were aligned with the program's objectives. This collaborative effort was essential in maintaining consistency and fostering a positive learning environment.

Overall, the strong administrative support and access to resources ensured the program's continuity and effectiveness, allowing both educators and parents to focus on delivering quality education to students.

Peer Support Mechanisms

Throughout the TARA DALI Program, peer support played a critical role in fostering a collaborative learning environment for both teachers and parents. Teachers often relied on each other for guidance and shared strategies to improve their teaching methods, while parents leaned on their peers for emotional and practical support as they navigated the challenges of teaching their children at home.

One of the primary mechanisms of peer support was the formation of small teacher working groups. These groups allowed educators to regularly exchange ideas and share successful strategies they had implemented in their classrooms. As one teacher shared, "We formed groups to discuss our challenges and brainstorm ideas. It was through this collaboration that we were able to find new ways to teach reading effectively." This collective problem-solving approach enabled teachers to refine their techniques and adapt to the needs of their students. According to Johnson et al. (2022), collaborative practices among educators enhance instructional effectiveness and promote professional growth.

Parents also benefited from peer support, particularly through group discussions and webinars. These sessions provided a space for parents to share their experiences, learn from one another, and offer encouragement. One parent reflected, "During the webinars, I learned so much from other parents. It was comforting to know that we were all in the same situation, and their tips really helped me at home." Research by Martinez (2021) supports the idea that parent engagement in collaborative settings leads to improved student outcomes.

Additionally, peer mentorship emerged as an essential component, with more experienced teachers and parents providing guidance to those who were struggling. This mentoring system ensured that no one felt isolated or unsupported. As one participant explained, "Having someone more experienced guide me through the process made me more confident in teaching my child to read." The findings of Chen and Johnson (2023) emphasize that mentorship positively influences both teacher efficacy and student success.

Program Adaptation

Stakeholders explain adjustments made to the program in response to unforeseen challenges. It demonstrated a high degree of flexibility and responsiveness, which allowed it to evolve in response to the needs and feedback of its participants. Both teachers and parents emphasized how the program adapted over time to better suit the unique challenges faced by learners and the community.

Initially, the program encountered hurdles such as limited resources and difficulties in coordinating with parents. However, teachers adapted their methods and materials to ensure that students received quality education despite these obstacles. One teacher noted, "At first, we struggled with resources, but we found ways to adjust. We simplified our teaching materials and made sure they were accessible to everyone." This shift allowed the program to continue even when resources were scarce, emphasizing the commitment to student learning.

In response to communication barriers, the program leveraged technology to enhance engagement. The introduction of webinars, video tutorials, and digital resources helped bridge the gap between teachers and parents, creating a more interactive and supportive learning environment. A parent remarked, "The webinars were incredibly helpful. I could see how the teachers' explained things step by step, which made it easier for me to follow at home." This feedback highlights the effectiveness of technology in fostering parental involvement.

The adaptability of the program extended to the curriculum itself, which was revised based on ongoing feedback from teachers and parents. The eight-week reading curriculum, for example, was adjusted to include more visual aids and interactive exercises, making it easier for parents to teach at home. "We found that some parents needed more visual tools to help with reading, so we added more pictures and diagrams in the curriculum," shared a teacher during one focus group discussion.

Moreover, the PNP officers involved in the program tailored their involvement to better meet the community's expectations. Initially, their presence was seen as formal and authoritative, but over time, they adapted their approach to become more approachable and engaging, focusing on building relationships with the students. As one officer reflected, "We realized that the kids responded better when we interacted with them casually, so we adapted our approach to be more like mentors than enforcers."

Evidently, Stanley (2023) highlights the importance of adaptability in educational programs, emphasizing that programs which respond effectively to participant feedback are more successful in achieving their goals. The TARA DALI Program exemplified this principle by continuously refining its methods and resources based on direct input from stakeholders, demonstrating a commitment to enhancing educational outcomes.

Communication as a Coping Strategy

Participants emphasize the role of open communication in resolving challenges encountered during the program. Effective communication emerged as a critical coping strategy within the TARA DALI Program, particularly in navigating the challenges posed by limited resources, parental involvement, and the coordination between multiple stakeholders, including teachers, parents, and the PNP officers.

Teachers and parents emphasized the importance of clear, consistent communication as a means of addressing concerns and ensuring that everyone remained aligned in their efforts to support the students. One teacher explained, "We made it a point to communicate regularly with parents, either through text messages or group chats. It helped us stay connected and solve issues together." This constant communication ensured that even when parents faced challenges in teaching their children, they could quickly seek assistance from teachers.

The use of digital platforms, such as group chats, webinars, and video calls, played a significant role in enhancing communication throughout the program. One parent noted, "Whenever I had a question or didn't understand something, I would message the teacher, and they would always respond quickly. It made the teaching process less stressful for me." The ability to ask questions in real-time and receive immediate feedback helped alleviate the anxiety many parents felt when tasked with teaching their children at home.

Moreover, the PNP officers also utilized communication to build trust and rapport with both students and parents. By engaging in regular dialogues with the community, they were able to create a more supportive and approachable presence. "At first, parents were hesitant, but after several meetings and open conversations, they started to feel more comfortable with us," shared one PNP officer, highlighting how communication helped break down barriers and fostered a stronger sense of collaboration.

The program also incorporated feedback loops where parents and teachers could voice their concerns and suggestions. These open lines of communication allowed for real-time adjustments to the curriculum and program delivery. One teacher reflected, "We actively sought feedback from parents to understand their challenges and made changes to the materials based on their suggestions. It made a big difference in how effective the program was."

By fostering a culture of open communication, the TARA DALI Program not only helped participants cope with challenges but also enhanced the overall effectiveness of the intervention. Communication as a coping strategy allowed for stronger collaboration among all participants, ensuring that the program could adapt to challenges and meet the needs of the community effectively.

As construed by Thompson and Lee (2022), critical role of communication in educational interventions suggest that effective communication strategies significantly enhance stakeholder engagement and program adaptability. The findings from their study reinforce the importance of maintaining open lines of communication to address challenges and foster collaboration among all parties involved.

Research Question 3.) What insights have emerged from the collaboration between Cabayanan Elementary School and the Philippine National Police in the TARA, DALI Program?

These were the seven (7) themes generated from this question; (1) Enhancing Learning through Community Partnerships; (2) Insights on PNP's Educational Role; (3) Importance of Community Involvement; (4) Community Perception Shifts; (5) Success Factors for the Program; (6) Future Educational Initiatives, and (7) Recommendations for Improvement.

Table 3.

Major Themes	Core Ideas
Enhancing Learning through Community Partnerships	<p>"Ang presensya sa mga opisyal sa PNP nakahatag ug dako nga kalainan. Nakita sa mga estudyante sila dili lang ingon mga nagpatuman sa balaod, kundi ingon mga modelo nga nag-atiman sa ilang kaugmaon." (Teacher, FGD 3)</p> <p>(The presence of PNP officers made a big difference. The students saw them not only as enforcers of the law but as role models who care about their future.)</p> <p>"Ang pakig-partner sa PNP naghatag kanamo ug access sa mga resources ug suporta nga wala unta namo makuha." (Teacher, FGD 1)</p> <p>(The partnership with the PNP gave us access to resources and support we wouldn't have had otherwise.)</p> <p>"Sa dihang nagsugod na ang mga opisyal sa pulis sa pagbisita, ang akong anak nahimong mas excited sa pag-eskwela. Nagpakita kini kaniya nga importante ang edukasyon para sa tanan, bisan pa sa mga wala sa eskwelahan." (Parent, FGD 6)</p> <p>(When the police officers started visiting, my child became more excited about going to school. It showed him that education is important to everyone, even those outside the school.)</p> <p>"Ang among tumong mao ang ipakita sa mga estudyante nga ang pagkat-on dili lang bahin sa classroom. Kini bahin sa pag-andam kanila para sa tinuod nga kalibutan, ug gusto namo mahimong bahin sa maong panaw." (PNP Personnel, FGD 7)</p> <p>(Our goal was to show the students that learning isn't just about the classroom. It's about preparing them for the real world, and we wanted to be part of that journey.)</p> <p>"Pinaagi sa pakig-collaborate sa PNP, nakahimo kami sa paghatag ug pagbati sa responsibilidad ug disiplina sa mga estudyante, nga nakatabang sa pagpaayo sa ilang engagement sa pagkat-on." (Teacher, IDI 4)</p> <p>(By collaborating with the PNP, we were able to create a sense of responsibility and discipline among the students, which helped improve their engagement in learning.)</p>
Insights on PNP's Educational Role	<p>"Ania kami dinhi dili lang aron magpanalipod kundi aron maggiya. Pinaagi sa pag-apil sa educational landscape, naglaum kami nga ipakita nga ang pulis partners sa pagtabang sa pagtukod ug mas maayong kaugmaon para sa mas batang henerasyon." (PNP Personnel, IDI 2)</p> <p>(We are here not only to protect but also to guide. By being involved in the educational landscape, we hope to show that the police are partners in helping build a better future for the younger generation.)</p> <p>Pinaagi sa among pag-apil, gusto namo ipahimutang sa mga estudyante ang kahulugan sa mga prinsipyo nga kini, dili lang sa ilang pagtuon kundi sa kinabuhi. Nagtuo kami nga ang edukasyon ug law enforcement nag-uban sa paghubog sa mga responsable nga lungsoranon." (PNP Personnel, FGD 2)</p> <p>(Through our involvement, we wanted to instill in students the importance of these values, not just in their studies but in life. We believe education and law enforcement go hand-in-hand in creating responsible citizens.)</p> <p>"Makapahimuot nga makita nga ang mga estudyante nagsugod sa pagtan-aw kanamo dili lang ingon mga awtoridad, kundi ingon mga mentors ug modelo. Nakatabang kini sa pagwagtang sa mga babag ug stereotypes bahin sa mga opisyal sa pulis." (PNP Personnel, FGD 7)</p> <p>(It was heartwarming to see that students started looking up to us not just as authority figures, but as mentors and role models. It helped break down barriers and stereotypes about police officers.)</p> <p>"Ang among pag-apil sa TARA DALI Program nagtudlo kanamo nga ang edukasyon dili lang responsibilidad sa mga eskwelahan ug pamilya kundi sa tibuok komunidad, apil na kami sa law enforcement." (PNP Personnel, IDI 2)</p> <p>(Our involvement in the TARA DALI Program taught us that education is not just the responsibility of schools and families but of the entire community, including us in law enforcement.)</p> <p>"Pinaagi sa pagtrabaho uban sa eskwelahan ug mga pamilya, nakahimo kami sa pagbag-o sa mga panan-aw ug nagpakita nga kami anaa aron suportahan ang mga estudyante sa daghang paagi." (PNP Personnel, FGD 7)</p> <p>(By working with the school and families, we were able to change perceptions and show that we are here to support students in more ways than one.)</p>

Importance of Community Involvement	<p>"Sa dihang makita sa mga estudyante ang ilang komunidad, lakip na ang pulis ug lokal nga mga lider, nga nagtinabangay uban sa ilang mga magtutudlo, ilang mabati nga ang ilang edukasyon importante para sa tanan." (Teacher, IDI 4)</p> <p>(When students see their community, including the police and local leaders, working together with their teachers, they feel that their education is important to everyone.)</p> <p>"Ang pag-apil sa PNP ug uban pang mga miyembro sa komunidad nagpakita kanamo nga dili kami nag-inusara sa pagtabang sa among mga anak nga magmalampuson. Kinahanglan ang tibuok komunidad aron magpadako sa usa ka bata, ug kini nga programa nagpamatod nga posible kini." (Parent, FGD 6)</p> <p>(The involvement of the PNP and other community members showed us that we are not alone in helping our children succeed. It takes a whole community to raise a child, and this program proved that)</p> <p>"Ang among pag-apil nagpakita nga ang pulis dili lang nagpatuman sa balaod kundi apil sa komunidad nga gusto magtabang sa mga batan-on nga molambo." (PNP Personnel, FGD 2)</p> <p>(Our involvement showed that the police are not just enforcers of the law but also part of the community that wants to help young people thrive.)</p> <p>"Ang pag-apil sa komunidad nagtugot kanamo sa paghatag ug mas holistic nga learning experience para sa mga estudyante, usa nga molabaw pa sa akademiko ug nagtudlo ug mga life skills sama sa leadership ug responsibilidad." (Teacher, FGD 3)</p> <p>(Community involvement allowed us to provide a more holistic learning experience for students, one that goes beyond academics and teaches life skills like leadership and responsibility.)</p> <p>Kini nga programa usa ka dakong ehemplo sa kung unsa kami ka lig-on kung magtinabangay kami isip usa ka komunidad. Klaro ang mga benepisyo para sa mga estudyante, apan nagdala usab kini kanamo nga mas duol isip usa ka komunidad." (Community leader, IDI 7)</p> <p>(This program was a great example of how much stronger we are when we work together as a community. The benefits for the students are clear, but it also brought us closer as a community.)</p>
Community Perception Shifts	<p>"Sa wala pa kini nga programa, nagtuo ko nga ang pagtudlo trabaho ra sa eskwelahan. Apan karon nakasabot ko nga daghan pa ko mahimo sa balay aron matabangan ang akong anak nga magmalampuson." (Parent, FGD 4)</p> <p>(Before this program, I thought teaching was just the job of the school. But now I understand that I can do a lot at home to help my child succeed.)</p> <p>Kanunay namong giisip nga kami ra ang nagdala sa pasanin, apan ang pagtan-aw sa PNP ug mga ginikanan nga aktibong na-involve nakapahibalo kanamo nga aduna kami'y mga ally gawas sa eskwelahan." (Teacher, FGD 1)</p> <p>(We always thought we had to carry the weight alone, but seeing the PNP and parents so involved made us realize we have allies outside of school.)</p> <p>"Dati, nakit-an kami ingon lang mga nagpatuman, apan karon, pinaagi sa kini nga programa, nakit-an kami ingon bahin sa komunidad nga nag-atiman sa edukasyon ug sa kaugmaon sa mga batan-on." (PNP Personnel, IDI 2)</p> <p>(We used to be seen as just enforcers, but now, through this program, people see us as part of the community that cares about education and the future of young people.)</p> <p>"Kini nga programa nagpahibalo kanamo nga ang tanan adunay papel nga dapat pagabuhaton sa pag-edukar sa among mga anak, dili lang ang mga magtutudlo. Usa kini ka shared responsibility." (Community Leader, IDI 7)</p> <p>(This program showed us that everyone has a role to play in educating our children, not just teachers. It's a shared responsibility.)</p> <p>"Ang TARA DALI Program nagbukas sa among mga mata nga ang edukasyon dili mahitabo nga nag-inusara. Kinahanglan ang tibuok komunidad." (Teacher, FGD 3)</p> <p>(The TARA DALI Program opened our eyes to the fact that education doesn't happen in isolation. It takes a whole community.)</p>
Success Factors for the Program	<p>"Kung wala ang aktibong pag-apil sa mga ginikanan ug sa PNP, dili unta kami makaabot niini nga lebel sa kalampusan. Tinuod nga kinahanglan ang tanan magtinabangay." (Teacher, FGD 1)</p> <p>(Without the active involvement of parents and the PNP, we wouldn't have been able to reach this level of success. It truly took everyone working together.)</p> <p>"Ang orientation ug mga materyales nakatabang kanako kaayo. Karun kabalo na ko unsaon pagtabang sa akong anak nga mas maayo ang pagkat-on, bisan kung dili siya naa sa eskwelahan." (Parent, FGD 4)</p> <p>(The orientation and materials helped me so much. I now know how to help my child learn better, even when they're not in school.)</p> <p>"Ang reading strategies kay epektibo kaayo kay naghatag kini kanamo ug solid nga framework nga sundon. Sayon ra ang pag-track sa progreso ug pag-apil sa mga ginikanan." (Teacher, FGD 3)</p> <p>The reading strategies were really effective because it gave us a solid framework to follow. It was easy to track progress and keep parents involved. – (Teacher Testimony, IDI 2)</p> <p>"Ang pagtan-aw sa mga opisyal sa pulis nga nag-apil nakapabati kanako nga luwas ug nakadani. Gitudloan kami dili lang bahin sa disiplina kundi sa unsaon pagkamau nga mga lider." (Student, FGD 5)</p> <p>(Seeing the police officers involved made me feel safe and encouraged. They taught us not just about discipline but how to be good leaders.)</p> <p>"Kinahanglan kami nga mahimong flexible sa among pamaagi, labi na sa panahon sa pandemya. Apan ang</p>

Future Educational Initiatives	<p>suporta nga among nadawat gikan sa mga ginikanan ug sa PNP nakatabang kanamo nga makasulbad sa mga isyu nga dali." (Teacher, IDI 4) (We had to be flexible with our approach, especially during the pandemic. But the support we got from parents and the PNP helped us adjust quickly.)</p> <p>"Dapat padayon ang pag-apil sa komunidad sa among mga edukasyonal nga pangingkamot. Usa kini ka kolektibong pangingkamot nga naghatag sa labing maayong resulta." (Teacher, FGD 3) (We should continue engaging the community in our educational efforts. It's a collective effort that produces the best results.)</p> <p>"Nakat-on kami unsaon mahimong mga lider ug pag-atiman sa mga responsibilidad." (Student, IDI 1) (We learned how to be leaders and handle responsibilities.)</p> <p>"Dapat gamiton pa namo ang daghang online tools aron bisan kung ang mga bata dili makasulod sa eskwelahan, magpadayon gihapon sila sa pagkat-on." (Parent, FGD 4) (We should use more online tools so that even when children can't come to school, they can still keep learning.)</p> <p>"Nakadawa ako og daghang kaalam gikan sa training, apan kabalo ko nga daghan pa ang among mahimo kung aduna tay padayon nga mga oportunidad." (Teacher, FGD 3) (I gained so much from the training, but I know there's more we can do if we have continuous learning opportunities.)</p>
Recommendations for Improvement	<p>"Dapat padayon ang pag-apil sa komunidad sa among mga edukasyonal nga pangingkamot. Usa kini ka kolektibong pangingkamot nga naghatag sa labing maayong resulta." (Teacher, FGD 1) (This program should be implemented in more schools. It really helps students and the whole community.)</p> <p>"Nakat-on ko og daghan gikan sa inisyal nga orientation, apan naglaum ko nga adunay mga follow-up sessions aron mas mahatagan kami ug giya." (Parent, IDI 6) (I learned a lot from the initial orientation, but I wish there were follow-up sessions to guide us even more.)</p> <p>"Kasagaran kinahanglan namo magbahin sa mga materyales, ug nakapahinay kini sa proseso. Ang mas daghang access sa mga resources makapahimo sa mga butang nga mas sayon." (Teacher, FGD 3) (We often had to share materials, and that slowed things down. More access to resources would make things smoother.)</p> <p>"Ang uban nga mga estudyante nagkinahanglan ug dugang panahon, ug makahatag kini og kaayohan kung adunay mga espesipikong estratehiya para sa mga nagkinahanglan ug dugang tabang." (Teacher, FGD 3) (Some students needed more time, and it would be helpful to have specific strategies for those who need extra help.)</p> <p>"Ang training maayo kaayo, apan kinahanglan namo ang padayon nga pagkat-on aron makasabay sa bag-ong estilo sa pagtudlo ug sa mga panginahanglan sa among mga estudyante." (Teacher, IDI 4) (The training was great, but we need continuous learning to adapt to new teaching styles and the needs of our students.)</p> <p>"Ang presensya sa PNP importante, apan kung makainvolve pa kami ug mas daghang mga miyembro sa komunidad, maghimo kini ug mas lig-on nga suporta." (Teacher, FGD 3) (The PNP's presence was important, but if we could involve more community members, it would create even stronger support.)</p>

Enhancing Learning through Community Partnerships

Teachers recognize the positive impact of community partnerships on student engagement and learning outcomes. It highlighted the power of community partnerships in fostering student engagement and improving learning outcomes. Teachers and parents both recognized the value of collaboration with the PNP officers and other community stakeholders, which extended beyond the classroom to provide a more comprehensive learning environment.

Teachers noted that the involvement of the PNP brought a unique dynamic to the learning process. Students were more engaged and motivated to participate, not just because they were receiving academic support, but because they saw figures of authority like the police actively taking an interest in their development. One teacher shared, "The presence of PNP officers made a big difference. The students saw them not only as enforcers of the law but as role models who care about their future."

The program demonstrated that community partnerships could provide additional resources, mentorship, and real-world learning opportunities that would not have been possible through the school system alone. "The partnership with the PNP gave us access to resources and support we wouldn't have had otherwise," said one teacher, underscoring the tangible benefits of collaboration.

Parents echoed these sentiments, expressing their appreciation for how the community involvement positively influenced their children's attitudes toward school and learning. "When the police officers started visiting, my child became more excited about going to school," one parent explained. "It showed him that education is important to everyone, even those outside the school."

The PNP officers, too, recognized their role in reinforcing the value of education in the broader community. Through their involvement, they helped to establish a culture of respect, discipline, and responsibility among the students. One officer remarked, "Our goal was to show the students that learning isn't just about the classroom. It's about preparing them for the real world, and we wanted to be part of that journey."

These partnerships helped bridge the gap between home, school, and the wider community, creating a support network that was critical for the success of the program. By involving community stakeholders in the educational process, the program was able to provide a more well-rounded approach to student development.

Research by Epstein and Sheldon (2020) supports these observations, indicating that effective school-community partnerships significantly enhance student achievement and promote positive behavioral outcomes. Their findings suggest that collaboration with external stakeholders leads to increased engagement and a shared commitment to student success needs but also personal and social growth.

Through these community partnerships, the TARA DALI Program was able to enhance learning experiences, demonstrating the long-term benefits of engaging external stakeholders in the educational process.

Insights on PNP's Educational Role

PNP personnel share their understanding of their role in the educational landscape and community engagement. The involvement of the PNP (Philippine National Police) in the TARA DALI Program brought a fresh perspective on the role of law enforcement in education and community engagement. PNP personnel expressed a deepened understanding of how their presence contributed to fostering a safer, more inclusive environment that supports students' growth beyond academics.

The PNP officers recognized that their participation was not just about maintaining security, but also about bridging relationships between law enforcement and the community, particularly the youth.

"We are here not only to protect but also to guide. By being involved in the educational landscape, we hope to show that the police are partners in helping build a better future for the younger generation," one officer shared, emphasizing the program's goal of fostering trust and collaboration.

In addition to providing mentorship, the officers noted that their role extended to promoting values such as discipline, respect, and responsibility. One officer reflected, "Through our involvement, we wanted to instill in students the importance of these values, not just in their studies but in life. We believe education and law enforcement go hand-in-hand in creating responsible citizens."

The officers also spoke of the positive changes in community relationships that resulted from their engagement in the program. By working closely with the school and families, they began to see shifts in the way they were perceived, especially by the students. "It was heartwarming to see that students started looking up to us not just as authority figures, but as mentors and role models. It helped break down barriers and stereotypes about police officers," noted another officer.

Moreover, the PNP personnel felt that their active involvement helped promote a holistic approach to education. By participating in school activities, they were able to support teachers in guiding students, especially in areas related to leadership and civic responsibility. "Our involvement in the TARA DALI Program taught us that education is not just the responsibility of schools and families but of the entire community, including us in law enforcement."

This experience allowed the officers to recognize the vital role they play in shaping not only the safety of their community but also the future of its younger members through education and mentorship. This partnership reflected the evolving role of PNP personnel in fostering positive community relationships and contributing to the holistic development of students. Through their involvement, they reinforced the idea that education is a shared responsibility.

Research by Garbarino and Bradshaw (2020) aligns with these insights, indicating that positive relationships between law enforcement and youth can significantly enhance students' perceptions of safety and belonging, ultimately contributing to their academic success and social development. Their findings suggest that when police officers engage with students as mentors, it fosters an environment where students feel supported and empowered.

Importance of Community Involvement

Students reflect on how community involvement has changed their perspectives on education and engagement. The program demonstrated the critical role that community involvement plays in fostering meaningful educational experiences and positive student outcomes. Teachers, parents, and PNP personnel consistently highlighted how collaboration between schools and the wider community enriched student learning, supported teachers, and fostered a safer, more cohesive environment for holistic skill development.

Teachers emphasized that community involvement allowed students to feel more connected and supported, enhancing their engagement and motivation to learn. One teacher shared, "When students see their community, including the police and local leaders, working together with their teachers, they feel that their education is important to everyone." This sense of shared responsibility encouraged students to take greater ownership of their learning and increased their confidence in participating in school activities.

Parents also expressed their appreciation for the community's role in supporting their children's education. As one parent noted, "The involvement of the PNP and other community members showed us that we are not alone in helping our children succeed. It takes a whole community to raise a child, and this program proved that." By actively participating in the program, parents felt more empowered to contribute to their child's academic and personal development.

Furthermore, the PNP personnel's engagement in the program provided students with positive role models outside of their immediate family and school environment. This interaction helped to bridge gaps between different sectors of the community, fostering mutual respect and understanding. "Our involvement showed that the police are not just enforcers of the law but also part of the community that wants to help young people thrive," a PNP officer remarked.

The strong community-school partnerships can significantly improve student outcomes. In a study by Epstein (2021), it was found that schools with robust community involvement reported higher levels of student achievement, better attendance rates, and stronger student engagement. The collaborative efforts within the TARA DALI Program demonstrated similar positive impacts, as community members worked alongside educators to provide a comprehensive support system for students.

In addition to supporting students, community involvement benefited the broader social fabric. The collaborative approach promoted a sense of unity and shared responsibility, strengthening relationships between families, schools, and local authorities. As a result, the program left a lasting impression on all participants, fostering a culture of cooperation and mutual support that could continue to benefit future generations.

The TARA DALI Program underscored the importance of community involvement in education, revealing how collaborative efforts between schools, families, and local institutions can create a more enriching, supportive environment for students and contribute to long-term educational success.

Community Perception Shifts

The program has reshaped perceptions about the roles of various stakeholders within the community. The program catalyzed significant shifts in how various stakeholders within the community perceive their roles, responsibilities, and relationships, especially in terms of education and collaboration. Before the program, many community members saw their roles in education as limited to traditional functions, with schools bearing the sole responsibility for academic development. However, the program highlighted the importance of a collective effort and redefined the roles of parents, teachers, law enforcement, and other community figures.

Parents, initially viewing themselves as passive supporters, became active participants in their children's learning. One parent explained, "Before this program, I thought teaching was just the job of the school. But now I understand that I can do a lot at home to help my child succeed." This shift not only empowered parents to engage more in their children's education but also deepened their appreciation for the work of teachers.

For teachers, the program broadened their understanding of the support system available to them. They no longer saw their roles as confined within the classroom but realized the potential of partnerships with the community to enrich their teaching methods. One teacher remarked, "We always thought we had to carry the weight alone, but seeing the PNP and parents so involved made us realize we have allies outside of school."

Perhaps the most notable shift occurred in how the community perceived the role of the Philippine National Police (PNP) in the educational landscape. Initially seen as strictly law enforcers, their participation in the TARA DALI Program altered their image to that of mentors, protectors, and partners in youth development. A PNP officer shared, "We used to be seen as just enforcers, but now, through this program, people see us as part of the community that cares about education and the future of young people." This positive perception has strengthened the relationship between the community and law enforcement, particularly with younger generations, fostering mutual respect and trust.

The program also helped shift the broader community's understanding of shared responsibility in fostering a safe and nurturing environment for children. Local leaders, parents, and community members began to see education as a communal endeavor, with multiple sectors contributing to a child's holistic growth. "This program showed us that everyone has a role to play in educating our children, not just teachers. It's a shared responsibility," one community member reflected.

In having so, the importance of perception shifts in successful community partnerships. According to Harris & Goodall (2019), changing the mindset of stakeholders to embrace a collaborative approach can significantly improve the outcomes of educational programs. The TARA DALI Program exemplifies this, as it reshaped how community members, parents, educators, and law enforcement viewed their interconnected roles.

Through the program, the community experienced a profound shift in perceptions, redefining the role of various stakeholders and underscoring the importance of collaborative efforts in nurturing and educating young learners.

Success Factors for the Program

Participants identify key success factors that have contributed to the effectiveness of the TARA, DALI Program. The success of the program can be attributed to several key factors, as identified by the participants, teachers, parents, and PNP personnel involved in its implementation. These factors contributed to the program's effectiveness in promoting student development and strengthening the relationships among various community stakeholders.

One of the most vital factors that led to the program's success was the strong partnership among the school, parents, the Philippine

National Police (PNP), and the broader community. This collaboration created a supportive environment for students, helping to address challenges collectively. As one teacher noted, “Without the active involvement of parents and the PNP, we wouldn’t have been able to reach this level of success. It truly took everyone working together.” The seamless coordination between all parties ensured that students were supported both academically and emotionally.

The program effectively engaged parents, equipping them with the necessary skills and resources to support their children’s learning at home. This involvement was crucial, especially given the challenges posed by the pandemic and the shift to blended learning. Parents expressed their appreciation for the training and materials provided, with one parent stating, “The orientation and materials helped me so much. I now know how to help my child learn better, even when they’re not in school.” This active role empowered parents to become educational partners, directly contributing to their children’s success.

The program’s structured curriculum, which included an eight-week reading intervention, provided clear guidance for both teachers and parents. This well-organized approach helped ensure consistency and progress across various learning areas. Teachers appreciated the practical design of the curriculum, with one stating, “The eight-week curriculum was really effective because it gave us a solid framework to follow. It was easy to track progress and keep parents involved.” The structured approach allowed for focused instruction and measurable outcomes, contributing to the program’s success.

The active participation of the PNP in the program was another significant factor in its success. PNP officers not only served as mentors but also as positive role models for the students, demonstrating the importance of discipline, leadership, and community service. One student shared, “Seeing the police officers involved made me feel safe and encouraged. They taught us not just about discipline but how to be good leaders.” The PNP’s presence fostered a sense of security and responsibility among the learners, while also reshaping how the community viewed law enforcement.

The program’s ability to adapt to the needs of students and the community, particularly during the pandemic, played a crucial role in its effectiveness. As supported by Epstein (2021), teachers and administrators worked together to modify teaching strategies and schedules to ensure that learning continued despite external challenges. One teacher highlighted, “We had to be flexible with our approach, especially during the pandemic. But the support we got from parents and the PNP helped us adjust quickly.” This adaptability ensured that the program remained relevant and responsive to the unique challenges faced by learners during these uncertain times.

These key success factors—community collaboration, effective parent involvement, a well-structured curriculum, PNP role modeling, and adaptability—ensured the overall success of the TARA DALI Program, leading to significant positive outcomes for students, parents, teachers, and the community at large.

Future Educational Initiatives

Insights from the program can inform future initiatives aimed at fostering community engagement and skill development. Building on the success of the TARA DALI Program, participants and stakeholders emphasized the importance of continuing and expanding similar initiatives to further support student growth, community collaboration, and holistic development.

Ensuring that future programs continue to foster strong community partnerships is critical. Stakeholders believe that deeper and more sustained involvement from community leaders, parents, and local institutions, like the PNP, will enhance the overall learning environment. One participant mentioned, “We should continue engaging the community in our educational efforts. It’s a collective effort that produces the best results.” Strengthening these partnerships can help provide additional resources, mentorship, and broader support for students.

Beyond academic success, there is a growing recognition of the importance of holistic skill development in future programs. Participants suggested that initiatives should focus not only on academic subjects but also on leadership, communication, emotional intelligence, and life skills. “We learned how to be leaders and handle responsibilities,” said one student.

Integrating leadership training and personal development into the curriculum will better prepare students for real-world challenges. A study by Gole (2021) supports this, indicating that emotional intelligence significantly contributes to individual success in school and life.

As the pandemic highlighted, integrating digital learning resources is vital for maintaining educational continuity. Future programs could leverage technology to reach more students, especially those in remote areas. This could include online modules, interactive webinars, and virtual mentoring. One parent suggested, “We should use more online tools so that even when children can’t come to school, they can still keep learning.” Increasing access to technology will also ensure that learning remains flexible and adaptable to different circumstances.

Continuous professional development for teachers is essential to equip them with new skills and methodologies. Teachers called for future programs to include more training workshops and peer collaboration to improve their instructional techniques. “I gained so much from the training, but I know there’s more we can do if we have continuous learning opportunities,” one teacher shared. Empowering educators through ongoing professional development will ensure they can meet evolving educational demands.

Expanding the TARA DALI Program to other schools and communities was a frequently raised recommendation. Given the positive outcomes, participants believe that scaling the program's model to other regions will have a far-reaching impact. One teacher remarked, "This program should be implemented in more schools. It really helps students and the whole community." Replicating the model, with localized adjustments, can address the needs of a wider range of learners across various communities. According to a study by McLaughlin and Talbert (2020), scaling successful educational programs is essential for maximizing their benefits across diverse contexts. Thus, these recommendations point to the future direction of educational programs, emphasizing sustainability, technology integration, teacher growth, and community-wide impact.

Recommendations for Improvement

Stakeholders propose recommendations for enhancing the TARA, DALI Program based on their experiences. The success of the program provides a foundation for enhancing future implementations, with participants identifying several key areas for improvement to maximize impact.

While the program actively involved parents, there is room for increasing their sustained engagement throughout the entire process. Participants suggested that additional workshops or support groups could be created to further empower parents in their roles as educational partners. One parent expressed, "I learned a lot from the initial orientation, but I wish there were follow-up sessions to guide us even more." Sustained parental involvement can reinforce learning at home and ensure consistency in instructional approaches. Research by Yin (2021) emphasizes that continuous parental engagement positively impacts student achievement, highlighting the need for ongoing support.

Both teachers and parents noted that limited resources sometimes hindered the smooth implementation of the program. Providing more comprehensive access to educational materials, including digital tools, printed learning guides, and supplementary resources, will enhance student learning. A teacher shared, "We often had to share materials, and that slowed things down. More access to resources would make things smoother." Future programs should prioritize resource distribution, especially in underserved areas. According to a study by Ingram and McIver (2019), adequate resources are essential for effective educational programs, particularly in low-income communities.

Participants pointed out that students learn at different paces, and some may require more targeted interventions. Tailoring learning plans based on individual student needs, such as offering differentiated instruction for students with learning difficulties, will ensure that no child is left behind. One teacher noted, "Some students needed more time, and it would be helpful to have specific strategies for those who need extra help." Personalized learning paths could further enhance student outcomes. Research by Tomlinson (2020) supports the notion that differentiated instruction can significantly improve student performance and engagement.

While the PNP's involvement was beneficial, participants recommended that local stakeholders, including community leaders, local businesses, and other government agencies, be more deeply integrated into future programs. Their involvement could provide additional support in terms of resources, mentorship, and creating a safer learning environment. "The PNP's presence was important, but if we could involve more community members, it would create even stronger support," said one teacher. Expanding the network of partners could create a more holistic support system for students. Research by Sanders (2021) underscores the importance of comprehensive community involvement in education, suggesting that broad stakeholder engagement leads to better student and community outcomes.

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These recommendations aim to enhance the TARA DALI Program's future iterations, ensuring broader, more sustained community involvement, resource accessibility, and individualized student support.

Conclusions

The partnership between the Cabayanan Elementary School and the Philippine National Police (PNP) demonstrated how community-based programs can nurture essential skills such as reading, writing, and leadership in elementary learners. This collaborative effort emphasized the importance of engaging stakeholders to enhance educational initiatives. By addressing multiple aspects of student development, including academic and leadership skills, the program fosters well-rounded learners and aligns with modern education's goal of balancing cognitive, social, and emotional growth.

Additionally, involving the PNP provides a practical application of values such as discipline, respect, and leadership, allowing pupils to view societal roles more holistically. The program's focus on nurturing emerging learners highlights the importance of individualized approaches to cater to diverse learning needs. While the program has shown promise in fostering holistic skill development, there is a need to ensure its sustainability and explore ways to replicate its success in other schools to benefit a broader audience.

In conclusion, the initiative underscored the value of community participation in education, inspiring reflection on how various sectors



can contribute to addressing specific learning gaps. However, implementing multi-stakeholder programs presents challenges such as coordination, resource allocation, and maintaining consistent participation, which future endeavors must address. Observing the positive transformation in learners reinforces the idea that education goes beyond academics, urging educators to continuously integrate life skills, character development, and leadership training into the curriculum.

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