

Assessing the Impact of the Community-Based Literacy Program “Pinoy Ka Bata? Tara Kuwentuhan Kita” in Barangay 418, Zone 43, Manila

Eriberto R. Astorga, Jr., Ed.D, Ph.D

Eulogio Amang Rodriguez Institute of Science and Technology, Nagtahan, Sampaloc, Manila

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ABSTRACT

Literacy remains a significant educational challenge in the Philippines, particularly among children in underserved communities with limited access to supplementary learning opportunities. In response, the Pinoy Ka Bata? Tara Kuwentuhan Kita literacy program was implemented in Barangay 418, Zone 43, Manila, as a community-based intervention that utilizes storytelling, guided reading, parental engagement, and community participation to strengthen children's literacy competencies. Anchored on Vygotsky's Sociocultural Theory and Bandura's Social Learning Theory, this study assessed the impact of the program on literacy development, reading motivation, reading habits, self-confidence in reading, classroom participation, parental involvement, and community engagement. The study also examined its contribution to the attainment of the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education). A convergent mixed-methods design was employed involving 95 respondents composed of child beneficiaries, parents or guardians, volunteer facilitators, and barangay officials selected through purposive sampling. Data were gathered through literacy assessment tools, survey questionnaires, interviews, and observations and were analyzed using frequency, percentage, weighted mean, standard deviation, one-way ANOVA, and Pearson Product Moment Correlation.

Findings revealed that most child participants were aged 9–10 years (41.67%), equally represented by male and female participants (50.00% each), and predominantly enrolled in Grade 3 (27.78%). The program demonstrated a very high level of literacy development ($M = 4.35$), with reading fluency receiving the highest rating ($M = 4.42$). Participants likewise reported very high levels of reading motivation ($M = 4.48$), reading habits ($M = 4.39$), self-confidence in reading ($M = 4.44$), and classroom participation ($M = 4.39$), indicating substantial improvements in learners' engagement, confidence, and participation in literacy-related activities. Parental involvement ($M = 4.36$) and community engagement ($M = 4.44$) were also rated very highly, demonstrating strong support from families, volunteers, and local stakeholders. Statistical analysis revealed a significant difference in literacy development according to age group ($F = 3.87$, $p = .031$), while parental involvement exhibited a strong positive relationship with literacy development ($r = .71$, $p = .001$).

The study concludes that the Pinoy Ka Bata? Tara Kuwentuhan Kita literacy program is an effective community-based educational intervention that significantly enhances literacy skills, reading motivation, reading habits, self-confidence, classroom participation, parental engagement, and community support. The findings underscore the value of storytelling-based learning, collaborative stakeholder participation, and community partnerships in promoting literacy and learning recovery among Filipino children. Furthermore, the program contributes to the attainment of SDG 4 (Quality Education), SDG 10 (Reduced Inequalities), SDG 11 (Sustainable Cities and Communities), and SDG 17 (Partnerships for the Goals). The program may therefore serve as a sustainable and replicable model for community-based literacy development initiatives in other barangays and similarly situated communities.

Keywords: community-based literacy program, storytelling, literacy development, reading motivation, reading habits, self-confidence, classroom participation, parental involvement, community engagement, Sustainable Development Goals, learning recovery

INTRODUCTION

Literacy is widely recognized as a cornerstone of academic achievement and lifelong learning. However, recent educational reports indicate that many Filipino learners continue to struggle with reading comprehension and foundational literacy skills. The Department of Education has consequently emphasized the importance of community-based reading interventions to complement classroom instruction and accelerate learning recovery. In response to these educational challenges, various literacy enhancement programs have been implemented to provide supplementary learning opportunities for children, particularly those in underserved communities.

The *Pinoy Ka Bata? Tara Kuwentuhan Kita* literacy program was initiated in Barangay 418, Zone 43 to provide children with regular storytelling and guided-reading experiences that foster literacy development. The program aligns with national efforts to strengthen reading proficiency through collaborative engagement among children, parents, volunteers, and local government units. Through storytelling, guided reading, and interactive learning activities, the program seeks to improve learners' reading fluency, comprehension, vocabulary acquisition, oral communication skills, and overall engagement in literacy-related activities.

This study aims to evaluate the impact of the program on participating children and assess its contribution to literacy improvement within the community. Specifically, the study examines literacy development, reading motivation, parental involvement, and community engagement as key components of a successful community-based literacy intervention.

The study is further anchored on the United Nations Sustainable Development Goals (SDGs), particularly SDG 4: Quality Education, which emphasizes ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. Literacy serves as a fundamental prerequisite for educational achievement and lifelong learning; therefore, strengthening foundational literacy skills directly contributes to the attainment of SDG 4. By improving reading fluency, reading comprehension, vocabulary acquisition, and oral communication skills among children, the *Pinoy Ka Bata? Tara Kuwentuhan Kita* program supports SDG Target 4.1, which seeks to ensure that all learners achieve relevant and effective learning outcomes, and SDG Target 4.6, which aims to substantially increase literacy among children and youth.

Moreover, the program contributes to SDG 10 (Reduced Inequalities) by providing accessible literacy opportunities to children who may have limited access to supplementary educational resources. Because the intervention is community-based and inclusive, it addresses educational disparities and promotes equitable access to literacy support regardless of learners' socioeconomic backgrounds. The active participation of parents, volunteers, and barangay officials likewise advances SDG 17 (Partnerships for the Goals) by strengthening collaborative efforts among community stakeholders in addressing educational challenges and promoting educational development.

Similarly, the program supports SDG 11 (Sustainable Cities and Communities) by fostering community participation, volunteerism, and collective responsibility for children's learning. The establishment of literacy-supportive environments within the barangay contributes to creating more inclusive and resilient communities where education is viewed as a shared responsibility. Furthermore, by enhancing literacy competencies that are essential for educational attainment, employability, and social mobility, the program indirectly contributes to SDG 1 (No Poverty) through education-driven empowerment and human capital development.

Consequently, the *Pinoy Ka Bata? Tara Kuwentuhan Kita* literacy program serves not only as an educational intervention but also as a community-driven initiative that advances global sustainable development objectives through local literacy development efforts. The findings of this study are expected to provide evidence on how community-based literacy programs can contribute to the achievement of the Sustainable Development Goals while addressing literacy challenges among Filipino children.

Research Questions

This study sought to determine the impact of the *Pinoy Ka Bata? Tara Kuwentuhan Kita* Literacy Program among children in Barangay 418, Zone 43.

Specifically, it aimed to answer the following questions:

1. What is the demographic profile of the participants in terms of:
 - 1.1 Age;
 - 1.2 Sex; and
 - 1.3 Educational level?
2. What is the level of literacy development of participants after their engagement in the program in terms of:
 - 2.1 Reading fluency;
 - 2.2 Reading comprehension;
 - 2.3 Vocabulary acquisition; and
 - 2.4 Oral communication skills?
3. To what extent did the literacy program influence in terms of:
 - 3.1 Reading motivation;
 - 3.2 Reading habits;
 - 3.3 Self-confidence in reading; and
 - 3.4 Classroom participation?
4. How did parental involvement contribute to the literacy development of participating children?
5. What is the perceived impact of the literacy program on community engagement and educational support in Barangay 418, Zone 43?
6. Is there a significant differences in literacy outcomes among participants based on age and educational level?
7. Based on the findings, what action plan may be proposed to enhance the sustainability and effectiveness of the program?

Theoretical Framework

This study is anchored on Vygotsky's Sociocultural Theory (1978) and Bandura's Social Learning Theory (1986). These theories provide a foundation for understanding how literacy skills are developed through social interaction, guided learning, observation, and modeling. Recent studies on literacy education and community-based learning continue to support the relevance of these theories in developing reading competencies among children.

Vygotsky's Sociocultural Theory

Vygotsky's Sociocultural Theory posits that learning occurs through social interaction and collaboration within a cultural context. Cognitive development is enhanced when children interact with more knowledgeable individuals who provide guidance and support within the learner's Zone of Proximal Development (ZPD) (Vygotsky, 1978). In literacy education, scaffolded instruction enables children to develop reading fluency, comprehension, vocabulary, and communication skills through meaningful interactions with teachers, parents, and community facilitators.

Recent studies affirm the continuing relevance of Vygotsky's theory in literacy development. According to Rogoff et al. (2022), literacy acquisition is strengthened when learners actively participate in socially mediated learning experiences that encourage dialogue, collaborative reading, and guided practice. Similarly, García and Weiss (2020) emphasized that community-supported educational interventions provide learners with opportunities to develop literacy competencies through social engagement and interactive learning environments.

In the context of the *Pinoy Ka Bata? Tara Kuwentuhan Kita* literacy program, volunteer storytellers, parents, and facilitators serve as more knowledgeable individuals who provide scaffolding through storytelling, guided reading, questioning, and discussion activities. These social interactions allow participants to gradually acquire higher levels of literacy competence and confidence.

Bandura's Social Learning Theory

Bandura's Social Learning Theory emphasizes that learning occurs through observation, imitation, and modeling (Bandura, 1986). Individuals acquire behaviors, attitudes, and skills by observing others and receiving reinforcement from their environment. In literacy programs, children are exposed to positive reading models through facilitators, parents, volunteers, and peers who demonstrate effective reading behaviors and attitudes toward literacy.

Contemporary research continues to validate Bandura's theory in educational settings. Schunk and DiBenedetto (2020) found that observational learning and self-efficacy significantly influence students' reading engagement and academic achievement. Likewise, Eccles and Wigfield (2020) reported that learners who observe positive academic behaviors from parents and mentors are more likely to develop motivation and persistence in literacy-related activities.

Within the *Pinoy Ka Bata? Tara Kuwentuhan Kita* literacy program, participants observe reading behaviors demonstrated by facilitators and volunteers during storytelling sessions. These experiences encourage children to imitate positive literacy practices, develop confidence in reading, and participate actively in literacy activities. Furthermore, parental involvement reinforces literacy behaviors at home, creating a supportive environment that promotes continuous learning and reading engagement.

METHODOLOGY

Research Design

This study employed a convergent mixed-methods design, integrating quantitative and qualitative approaches to assess the impact of the *Pinoy Ka Bata? Tara Kuwentuhan Kita* literacy program in Barangay 418, Zone 43.

The quantitative component measured participants' literacy development, reading motivation, parental involvement, and community engagement using structured questionnaires and literacy assessment tools. The qualitative component utilized interviews and observations to obtain in-depth insights regarding participants' experiences and perceptions of the program.

The use of a mixed-methods design enabled the researchers to generate comprehensive evidence regarding the educational and social impacts of the literacy intervention.

Research Setting

The study was conducted in Barangay 418, Zone 43, Manila, Philippines, where the literacy program was implemented. The barangay serves as an urban community where educational support programs supplement formal school-based learning opportunities.

Participants of the Study

The study involved 95 respondents selected through purposive sampling.

Respondents	Frequency	Percentage
Child Beneficiaries	36	37.89
Parents/Guardians	36	37.89
Volunteer Facilitators	20	21.05
Barangay Officials	3	3.17
Total	95	100.00

Sampling Technique

Purposive sampling was employed to ensure that respondents had direct participation in the literacy program and could provide relevant information regarding its implementation and outcomes.

Research Instruments

Three instruments were utilized:

Literacy Assessment Tool

The instrument measured: Reading Fluency, Reading Comprehension, Vocabulary Development, and Oral Communication Skills.

Survey Questionnaire

A researcher-developed questionnaire using a five-point Likert scale measured: Reading Motivation, Program Effectiveness, Parental Involvement, and Community Support.

Interview Protocol

Semi-structured interviews were conducted to validate quantitative findings and gather contextual information regarding the implementation of the literacy program.

Validity and Reliability

Content validity was established through expert evaluation by literacy specialists, education professors, and community development practitioners. Reliability testing using Cronbach's Alpha yielded an acceptable coefficient of $\alpha = 0.89$, indicating strong internal consistency.

Data Collection Procedure

The following procedures were undertaken:

1. Securing permission from barangay officials and program coordinators;
2. Obtaining informed consent from participants and parents;
3. Administration of literacy assessments and questionnaires;
4. Conducting interviews and observations;
5. Data validation, coding, and analysis;

6. Interpretation and reporting of findings.

Data Analysis

The following statistical techniques were employed:

Research Question	Statistical Tool
Demographic Profile	Frequency and Percentage
Literacy Development	Mean and Standard Deviation
Reading Motivation	Mean and Standard Deviation
Parental Involvement	Mean and Standard Deviation
Community Engagement	Mean and Standard Deviation
Significant Difference	One-Way ANOVA
Relationships among Variables	Pearson Product Moment Correlation

Ethical Considerations

The study adhered to established ethical guidelines in educational research. Participation was voluntary, and confidentiality and anonymity were ensured. Parental consent was obtained for all child participants. Data gathered were used solely for academic and research purposes.

RESULTS AND DISCUSSION

Research Question 1. What is the demographic profile of the participants in terms of: age, sex, and educational level?

Table 1. Demographic Profile of Child Participants

Age Group	Frequency	Percentage
6–8 Years	9	25.00
9–10 Years	15	41.67
11–12 Years	12	33.33
Total	36	100.00

The results indicate that the largest proportion of participants belonged to the 9–10-year age group (41.67%), followed by children aged 11–12 years (33.33%) and those aged 6–8 years (25.00%). This distribution suggests that the literacy program predominantly engaged learners who are transitioning from basic decoding skills to more advanced reading comprehension and critical literacy tasks. According to Vygotsky's Sociocultural Theory, children within this developmental stage benefit substantially from guided learning experiences and social interaction that support cognitive and language development (Vygotsky, 1978).

The predominance of middle-grade learners may also explain the high literacy gains observed in subsequent analyses, as children within this age range are more capable of benefiting from structured reading interventions and collaborative storytelling activities. These findings align with Oracion (2025), who emphasized that literacy

interventions are particularly effective among elementary learners who are developing reading fluency and comprehension skills. Likewise, Yee (2025) noted that targeted reading support programs are most impactful when implemented during the foundational years of literacy development.

The age distribution demonstrates that the program effectively reached learners who require continued literacy reinforcement. Program implementers may further strengthen literacy outcomes by expanding participation among younger children to facilitate early literacy acquisition. Additionally, age-responsive instructional materials and differentiated storytelling activities should be integrated to accommodate varying developmental needs and learning capacities among participants.

Table 2. Demographic Profile of Child Participants According to Sex

Sex	Frequency	Percentage
Male	18	50.00
Female	18	50.00
Total	36	100.00

Table 2 presents the distribution of child participants according to sex. The results show an equal representation of male and female participants, with both groups comprising 18 respondents or 50.00% of the total sample. This balanced distribution suggests that the literacy program was inclusive and accessible to children regardless of sex.

The equal participation of boys and girls indicates that the program provided equitable opportunities for literacy development and engagement. Such inclusivity is essential in promoting quality education and ensuring that literacy interventions address the needs of all learners. The findings support SDG 4 (Quality Education) and SDG 5 (Gender Equality) by ensuring equal access to educational opportunities for boys and girls within the community.

The balanced representation of male and female participants demonstrates that the program successfully promoted gender-inclusive literacy participation. Future literacy initiatives should continue implementing gender-sensitive approaches that encourage equal engagement among children and ensure that literacy interventions remain accessible and relevant to both boys and girls.

Table 3. Demographic Profile of Child Participants According to Educational Level

Educational Level	Frequency	Percentage
Grade 1	6	16.67
Grade 2	8	22.22
Grade 3	10	27.78
Grade 4	7	19.44
Grade 5	5	13.89
Total	36	100.00

Table 3 presents the educational level of the child participants. The largest proportion of respondents were enrolled in Grade 3 (27.78%), followed by Grade 2 (22.22%), Grade 4 (19.44%), Grade 1 (16.67%), and Grade

5 (13.89%). The results indicate that the literacy program primarily served learners in the lower and middle elementary grades, where literacy acquisition and reading competency development are most critical.

The predominance of Grade 2 and Grade 3 learners suggests that the program reached children who are transitioning from learning basic reading skills to developing reading comprehension and independent reading abilities. According to Vygotsky's Sociocultural Theory (1978), learners at this stage benefit greatly from guided instruction, scaffolding, and social interaction, all of which are central components of the *Pinoy Ka Bata? Tara Kuwentuhan Kita* literacy program.

The concentration of participants in Grades 2 and 3 suggests that the literacy program effectively targeted children who require foundational literacy support. Future literacy interventions should continue focusing on early-grade learners while expanding opportunities for children in higher grade levels who may still require reading remediation and literacy enhancement. Furthermore, grade-level differentiated learning materials and instructional strategies should be developed to address the diverse literacy needs of participants across various educational levels.

Research Question 2. What is the level development of participants after their engagement in the program in terms of reading fluency, reading comprehension, vocabulary acquisitions and oral communication skills?

Table 4. Literacy Development After Participation in the Program

Indicators	Mean	SD	Rank	Interpretation
Reading Fluency	4.42	0.55	1	Very High
Reading Comprehension	4.38	0.58	2	Very High
Oral Communication Skills	4.31	0.61	3	Very High
Vocabulary Acquisition	4.29	0.63	4	Very High
Overall Mean	4.35	0.59		Very High

The overall mean score of 4.35 demonstrates a very high level of literacy development among participants following their involvement in the program. Reading fluency obtained the highest mean rating ($M = 4.42$), indicating that learners developed greater reading accuracy, speed, and confidence through regular storytelling and guided-reading activities. Reading comprehension ($M = 4.38$) likewise received a very high rating, suggesting that participants improved their ability to understand, interpret, and derive meaning from texts.

The consistently high ratings across all indicators indicate that the program contributed not only to mechanical reading skills but also to broader language development, including vocabulary growth and oral communication. These findings support the argument of Oracion (2025) that structured reading interventions significantly improve literacy performance among elementary learners. Similarly, Villarama (2025) reported that community-based literacy programs that integrate storytelling and interactive reading experiences produce meaningful improvements in children's literacy outcomes.

The findings further affirm Vygotsky's (1978) assertion that language development is enhanced through social interaction and scaffolded learning experiences. Storytelling sessions provided opportunities for learners to engage actively with texts and facilitators, thereby strengthening literacy acquisition.

The results suggest that storytelling-based literacy interventions constitute an effective mechanism for improving multiple dimensions of literacy development. Schools, barangays, and community organizations may adopt similar literacy models as part of learning recovery programs. Sustained implementation and expansion of guided reading initiatives can contribute significantly to addressing literacy gaps among young learners.

Research Question 3. To what extent did the literacy program influence reading motivation, reading habits, self-confidence in reading and classroom participation?

Table 5. Impact on Reading Motivation

Indicators	Mean	SD	Rank	Interpretation
Looking forward to storytelling sessions	4.71	0.43	1	Strongly Agree
Enjoy reading more after joining the program	4.58	0.47	2	Strongly Agree
Read books voluntarily at home	4.35	0.69	3	Strongly Agree
Reading has become a favorite activity	4.28	0.73	4	Strongly Agree
Overall Mean	4.48	0.58		Strongly Agree

The overall mean of 4.48 indicates that participants strongly agreed that the literacy program positively influenced their motivation to read. The statement "Looking forward to storytelling sessions" received the highest mean score ($M = 4.71$), suggesting that storytelling served as an engaging and enjoyable learning experience that stimulated children's interest in reading.

The high ratings further indicate that participants developed intrinsic motivation toward reading, as evidenced by their willingness to read voluntarily at home and view reading as a pleasurable activity. These findings support Bandura's Social Learning Theory (1986), which posits that individuals develop behaviors through observation and positive reinforcement. Exposure to enthusiastic storytellers and reading role models likely encouraged participants to emulate positive reading behaviors.

The results are consistent with Assistance Philippines (2025), which emphasized that community-based literacy programs strengthen learners' reading interest and engagement by creating meaningful and accessible learning experiences. Similar findings were reported by Oracion (2025), who highlighted the motivational benefits of interactive reading interventions.

The findings underscore the importance of fostering positive reading experiences to cultivate lifelong reading habits. Future literacy programs should continue integrating interactive storytelling, learner participation, and creative reading activities to sustain children's motivation toward literacy-related tasks.

Table 6. Impact of the Literacy Program on Reading Habits

Indicators	Mean	SD	Rank	Interpretation
Read books voluntarily outside program sessions	4.52	0.48	1	Strongly Agree
Spend more time reading at home	4.47	0.52	2	Strongly Agree
Visit reading corners or libraries more often	4.31	0.65	3	Strongly Agree
Share stories and reading materials with others	4.25	0.70	4	Strongly Agree
Overall Mean	4.39	0.59		Strongly Agree

The overall mean of 4.39 indicates that participants strongly agreed that the literacy program positively influenced their reading habits. The indicator "Read books voluntarily outside program sessions" obtained the highest mean score ($M = 4.52$), suggesting that participants developed a greater inclination toward independent reading beyond the structured activities of the literacy program. Similarly, spending more time reading at home

and engaging in literacy-related activities reflected the development of consistent reading behaviors among participants.

These findings suggest that storytelling and guided-reading sessions encouraged children to incorporate reading into their daily routines, fostering sustained engagement with texts. The results are consistent with the findings of UNESCO (2023), which emphasized that engaging literacy experiences and supportive learning environments contribute significantly to the development of lifelong reading habits. Likewise, Epstein (2018) noted that literacy programs become more effective when reading practices are reinforced at home and within the community.

The findings also support Bandura's Social Learning Theory, which posits that children develop behaviors through observation, imitation, and reinforcement. Exposure to positive reading models through facilitators, volunteers, and parents likely encouraged participants to adopt reading as a regular and enjoyable activity.

The findings demonstrate that community-based literacy programs can effectively cultivate positive reading habits among learners. Program implementers should continue promoting home-based reading activities, family reading sessions, mobile libraries, and reading clubs to reinforce independent reading practices. Strengthening reading habits contributes to literacy development and supports SDG 4 (Quality Education) by encouraging lifelong learning and continuous engagement with educational materials.

Table 7. Impact of the Literacy Program on Self-Confidence in Reading

Indicators	Mean	SD	Rank	Interpretation
Feel more confident reading aloud	4.55	0.46	1	Strongly Agree
Willing to answer questions during reading discussions	4.47	0.53	2	Strongly Agree
Less afraid of making mistakes while reading	4.39	0.60	3	Strongly Agree
Comfortable participating in literacy activities	4.33	0.62	4	Strongly Agree
Overall Mean	4.44	0.55		Strongly Agree

The overall mean of 4.44 indicates that participants strongly agreed that the literacy program enhanced their self-confidence in reading. The highest-rated statement, "Feel more confident reading aloud" ($M = 4.55$), suggests that regular participation in storytelling and guided-reading activities helped participants overcome reading anxiety and develop greater confidence in their literacy abilities.

The findings further indicate that participants became more willing to answer questions, engage in discussions, and participate actively in literacy-related activities. These improvements suggest that children increasingly perceived themselves as capable readers, which positively influenced their willingness to communicate and interact during learning activities.

These results support the work of Schunk and DiBenedetto (2020), who found that self-efficacy plays a significant role in reading engagement, persistence, and academic performance. Likewise, Eccles and Wigfield (2020) emphasized that learners who experience success in educational tasks develop stronger confidence and motivation to participate in future learning activities.

The findings are also consistent with Bandura's Social Learning Theory, which highlights the influence of mastery experiences and positive reinforcement in building self-efficacy. The literacy program provided opportunities for learners to experience success in reading tasks, thereby strengthening their confidence and willingness to participate.

Enhanced self-confidence in reading may lead to increased classroom participation, improved communication skills, and better overall academic performance. Literacy programs should continue incorporating supportive

and non-threatening learning experiences that encourage learner participation and celebrate reading achievements. Establishing recognition systems and positive reinforcement strategies may further strengthen learners' confidence and sustain their engagement in literacy activities.

Table 8. Impact of the Literacy Program on Classroom Participation

Indicators	Mean	SD	Rank	Interpretation
Participate more actively in classroom discussions	4.49	0.50	1	Strongly Agree
Volunteer to read during class activities	4.42	0.56	2	Strongly Agree
Answer teacher's questions more confidently	4.36	0.61	3	Strongly Agree
Collaborate with classmates during learning tasks	4.30	0.64	4	Strongly Agree
Overall Mean	4.39	0.58		Strongly Agree

The overall mean score of 4.39 indicates that participants strongly agreed that the literacy program positively influenced their classroom participation. The highest-ranked indicator, "Participate more actively in classroom discussions" ($M = 4.49$), suggests that improvements in literacy skills enabled learners to become more engaged in instructional activities and classroom interactions.

Participants also reported increased willingness to read during class, answer teachers' questions, and collaborate with classmates in learning tasks. These findings suggest that improved reading competence and confidence translated into greater academic engagement and participation in formal learning environments.

The results are consistent with Guthrie and Klauda (2014), who reported that reading engagement and literacy proficiency contribute significantly to students' active participation in classroom activities. Similarly, UNESCO (2023) emphasized that literacy interventions that promote learner engagement ultimately improve academic participation and educational outcomes.

From a sociocultural perspective, the findings support Vygotsky's Sociocultural Theory, which emphasizes the importance of social interaction in learning. Through storytelling sessions and collaborative reading activities, children developed communication skills and confidence that enabled them to participate more actively in classroom discourse and cooperative learning situations.

The findings highlight that literacy interventions can generate benefits beyond reading skills by promoting greater classroom engagement and academic participation. Schools and community organizations should continue implementing interactive literacy activities that encourage discussion, collaboration, and learner expression. Increased classroom participation contributes to more meaningful learning experiences and supports SDG 4 (Quality Education) by fostering inclusive, participatory, and learner-centered educational environments.

Research Question 4. How did parental involvement contribute to the literacy development of participating children?

Table 9. Parental Involvement in Program Activities

Indicators	Mean	SD	Rank	Interpretation
Reading with child at home	4.46	0.52	1	Very High
Monitoring reading activities	4.38	0.55	2	Very High
Participation in literacy activities	4.31	0.60	3	Very High

Communication with facilitators	4.29	0.62	4	Very High
Overall Mean	4.36	0.57		Very High

Table 4 presents the level of parental involvement in the *Pinoy Ka Bata? Tara Kuwentuhan Kita* literacy program. The overall mean of 4.36 indicates a very high level of parental involvement, suggesting that parents actively supported their children's learning throughout the implementation of the program. Among the indicators, reading with the child at home obtained the highest mean score ($M = 4.46$, $SD = 0.52$), indicating that parents frequently participated in home-based reading activities and recognized their important role in reinforcing literacy development outside formal program sessions.

The indicators monitoring reading activities ($M = 4.38$, $SD = 0.55$) and participation in literacy activities ($M = 4.31$, $SD = 0.60$) also received very high ratings, implying that parents remained actively engaged in their children's literacy progress and program-related activities. Meanwhile, communication with facilitators received the lowest mean score ($M = 4.29$, $SD = 0.62$), although it still fell within the very high category, demonstrating consistent collaboration between parents and program facilitators.

These findings corroborate the work of Angara (2025), who emphasized that parental engagement significantly enhances children's reading achievement and academic motivation. Similarly, Villarama (2025) reported that family participation strengthens the effectiveness of literacy interventions by extending literacy practices into the home environment. The findings further support Vygotsky's Sociocultural Theory (1978), which posits that learning occurs through guided social interactions. In this context, parents served as literacy facilitators who provided scaffolding, encouragement, and opportunities for reading practice, thereby contributing to children's literacy development.

The findings underscore the importance of strengthening parent-program partnerships in community-based literacy initiatives. Since parental involvement demonstrated a very high level of engagement, literacy programs should continue implementing activities that encourage family participation, such as parent literacy workshops, family reading sessions, home-based reading programs, and regular consultations with facilitators. Sustaining parental engagement can enhance literacy outcomes, reinforce learning beyond program sessions, and contribute to the long-term success and sustainability of literacy interventions.

Furthermore, the strong parental support observed in the study contributes to the achievement of Sustainable Development Goal (SDG) 4: Quality Education, particularly Target 4.1 and Target 4.6, by promoting effective learning outcomes and strengthening foundational literacy skills among children. It also advances SDG 17: Partnerships for the Goals through collaborative engagement among families, educators, and community stakeholders in supporting children's education and literacy development.

Research Question 5. What is the perceived impact of the literacy program on community engagement and educational support in Barangay 418, Zone 43?

Table 10. Community Engagement Generated by the Program

Indicators	Mean	SD	Rank	Interpretation
Support from barangay officials	4.60	0.45	1	Very High
Volunteer participation	4.45	0.49	2	Very High
Community awareness of literacy initiatives	4.42	0.56	3	Very High
Sustainability efforts and program support	4.28	0.67	4	Very High
Overall Mean	4.44	0.54		Very High

Table 5 presents the level of community engagement generated by the *Pinoy Ka Bata? Tara Kuwentuhan Kita* literacy program. The overall mean score of 4.44 indicates a very high level of community engagement, demonstrating strong stakeholder participation in the implementation and sustainability of the literacy initiative.

Among the indicators, support from barangay officials received the highest mean score ($M = 4.60$, $SD = 0.45$), suggesting a strong commitment from local government leaders to promote literacy development and educational support within the community. This result highlights the critical role of barangay officials in providing resources, policy support, and organizational assistance necessary for successful program implementation.

Volunteer participation ($M = 4.45$, $SD = 0.49$) and community awareness of literacy initiatives ($M = 4.42$, $SD = 0.56$) also obtained very high ratings, indicating that community members actively participated in literacy activities and recognized the importance of reading development among children. The findings suggest that literacy promotion was viewed as a collective responsibility involving families, volunteers, educators, and local leaders.

Although sustainability efforts and program support obtained the lowest mean rating ($M = 4.28$, $SD = 0.67$), it remained within the very high category, reflecting stakeholders' willingness to continue supporting literacy initiatives in the future. This demonstrates strong prospects for program continuity and long-term impact within the barangay.

These findings support Assistance Philippines (2025), which emphasized that community-driven literacy programs achieve greater effectiveness and sustainability when local stakeholders actively participate in implementation and monitoring activities. Similarly, Oracion (2025) noted that collaborative educational initiatives significantly improve literacy outcomes by mobilizing community resources and strengthening stakeholder commitment. The results further align with Vygotsky's Sociocultural Theory (1978), which highlights the importance of social interaction and community participation in learning and development. The active involvement of barangay officials, volunteers, and community members created a supportive learning environment that facilitated children's literacy growth.

The findings underscore the importance of sustaining strong community partnerships to ensure the continued success of literacy interventions. Program implementers should strengthen collaborations among barangay officials, schools, parents, volunteers, and other stakeholders by establishing regular literacy activities, community reading campaigns, and volunteer training programs.

Furthermore, the strong community engagement demonstrated in the study contributes to the attainment of Sustainable Development Goal (SDG) 11: Sustainable Cities and Communities by promoting inclusive community participation and educational development. It also supports SDG 17: Partnerships for the Goals through collaborative stakeholder involvement and shared responsibility in addressing literacy challenges. By fostering a culture of cooperation and educational support, community-based literacy programs can become sustainable mechanisms for improving literacy outcomes and advancing lifelong learning opportunities among children.

Research Question 6. Is there a significant differences in literacy outcomes among participants based on age and educational level?

Table 11. Significant Difference in Literacy Development According to Age Group

Source of Variation	df	F-value	p-value	Decision
Between Groups	2	3.87	0.031	Reject H_0
Within Groups	33			
Total	35			

The analysis revealed a statistically significant difference in literacy development across age groups ($F = 3.87$, $p = .031$). Since the computed p-value is less than the 0.05 significance level, the null hypothesis was rejected. This finding indicates that age significantly influenced literacy outcomes among participants.

The result suggests that older children demonstrated relatively stronger literacy competencies than younger participants, possibly because of greater exposure to formal schooling, reading experiences, and cognitive maturity. This finding is consistent with literacy development theories, which propose that reading proficiency increases as children's linguistic and cognitive abilities become more sophisticated.

The findings are supported by Yee (2025), who argued that literacy interventions often produce varying outcomes depending on learners' developmental stages and prior exposure to reading activities.

Program facilitators should implement differentiated instruction and age-appropriate literacy activities to address varying learner needs. Tailored interventions can maximize learning gains and ensure that children across all age groups benefit equitably from literacy programs.

Table 12. Relationship Between Parental Involvement and Literacy Development

Variables	r-value	p-value	Interpretation
Parental Involvement and Literacy Development	0.71	0.001	Strong Positive Relationship

The correlation analysis revealed a strong positive relationship between parental involvement and literacy development ($r = 0.71$, $p = 0.001$). This indicates that higher levels of parental participation were associated with higher levels of literacy achievement among participants.

The statistically significant result demonstrates that family engagement served as a crucial factor influencing children's literacy outcomes. Parents who actively supported reading activities, monitored learning progress, and participated in literacy-related events contributed positively to their children's academic development.

This finding is consistent with Angara (2025), who emphasized the importance of family involvement in improving literacy achievement. Likewise, Villarama (2025) reported that parental engagement acts as a significant predictor of children's success in community-based literacy programs.

The result further supports both Vygotsky's Sociocultural Theory (1978) and Bandura's Social Learning Theory (1986), which emphasize the influence of social relationships, modeling, and guided learning experiences on children's cognitive and literacy development.

The strong relationship between parental involvement and literacy development suggests that parent-centered literacy strategies should form an integral component of future literacy programs. Policymakers, educators, and community leaders should develop initiatives that empower parents as active partners in literacy instruction, thereby enhancing the long-term effectiveness and sustainability of literacy interventions.

Research Question 7. Based on the findings, what action plan may be proposed to enhance the sustainability and effectiveness of the program?

Proposed Action Plan

Objective	Activity	Responsible Persons	Time Frame
Improve literacy skills	Weekly storytelling and guided-reading sessions	Facilitators and Volunteers	Year-round
Strengthen parental involvement	Parent literacy workshops	Program Coordinators and Parents	Quarterly

Increase motivation	reading	Reading contests and storytelling events	Barangay and Schools	Semi-Annual
Expand participation	community	Partnership building and volunteer recruitment	Barangay Officials	Continuous
Monitor learner progress		Literacy assessments and evaluation	Facilitators and Researchers	Every 6 months

These recommendations aim to enhance the effectiveness, sustainability, and scalability of the *Pinoy Ka Bata? Tara Kuwentuhan Kita* literacy program and contribute to the promotion of literacy and lifelong learning among Filipino children.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. The majority of the child beneficiaries of the *Pinoy Ka Bata? Tara Kuwentuhan Kita* literacy program were aged 9–10 years, indicating that the program primarily served learners at a critical stage of literacy development where reading fluency, comprehension, and communication skills are rapidly expanding.
2. The literacy program had a very high impact on literacy development, as evidenced by the overall mean of 4.35. Participants demonstrated substantial improvements in reading fluency, reading comprehension, vocabulary acquisition, and oral communication skills. These findings indicate that storytelling and guided-reading activities effectively enhanced foundational literacy competencies among children.
3. The program significantly increased participants' reading motivation, with an overall mean of 4.48. Children developed more positive attitudes toward reading, showed greater enthusiasm for storytelling sessions, and were more likely to engage voluntarily in reading activities at home. This suggests that enjoyable and interactive literacy experiences contribute to the development of lifelong reading habits.
4. Parental involvement was found to be very high ($M = 4.36$), indicating that parents played a vital role in supporting children's literacy development through home-based reading activities, progress monitoring, and active participation in program-related initiatives. The findings confirm that literacy development is strengthened when parents are actively engaged in their children's learning process.
5. Community engagement generated by the program was likewise very high ($M = 4.44$). The active participation of barangay officials, volunteers, parents, and other stakeholders demonstrates the importance of collective responsibility in promoting literacy and educational development within the community.
6. A statistically significant difference in literacy development was observed across age groups ($F = 3.87$, $p = .031$), indicating that age influences literacy outcomes. Older participants generally demonstrated higher literacy performance, suggesting that developmental factors and educational exposure affect literacy acquisition.
7. The study revealed a strong positive relationship between parental involvement and literacy development ($r = 0.71$, $p = .001$). This finding highlights the crucial role of family support in enhancing children's literacy achievement and reinforces the importance of parent-centered literacy interventions.
8. The *Pinoy Ka Bata? Tara Kuwentuhan Kita* literacy program proved to be an effective community-based educational intervention that contributed significantly to literacy development, reading motivation, parental engagement, and community participation. The findings support Vygotsky's Sociocultural Theory (1978) and Bandura's Social Learning Theory (1986), demonstrating that literacy learning is enhanced through social interaction, guided participation, and positive role modeling.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. Sustain and institutionalize the literacy program. Barangay officials and program stakeholders should continue implementing the *Pinoy Ka Bata? Tara Kuwentuhan Kita* literacy program as a regular community-based educational intervention to ensure sustained literacy development among children.
2. Expand program coverage to younger learners. Greater efforts should be made to recruit children aged 6–8 years to provide early literacy intervention and establish strong foundational reading skills before they encounter more advanced academic demands.
3. Strengthen storytelling and guided-reading activities. Program facilitators should continue utilizing interactive storytelling, read-aloud sessions, and guided-reading strategies, as these approaches have demonstrated significant positive effects on children's literacy development and reading motivation.
4. Enhance parental involvement programs. Parent education seminars, literacy workshops, and home-reading campaigns should be conducted regularly to equip parents with effective strategies for supporting their children's literacy development at home.
5. Develop age-appropriate and culturally relevant learning materials. Additional storybooks, reading modules, and literacy resources that reflect children's developmental levels, interests, and local cultural contexts should be provided to further enrich learning experiences.
6. Strengthen community partnerships. Collaboration among barangay officials, schools, universities, non-government organizations, and volunteer groups should be expanded to ensure continuous resource mobilization, technical support, and program sustainability.
7. Implement differentiated literacy interventions. Since significant differences were found across age groups, facilitators should design age-responsive and learner-centered literacy activities that address the varying developmental needs and reading abilities of participants.
8. Establish a comprehensive monitoring and evaluation system. Regular literacy assessments, participant progress tracking, and program evaluations should be conducted to measure learning gains, identify challenges, and inform evidence-based improvements.
9. Promote a community-wide culture of reading. Reading festivals, storytelling competitions, mobile libraries, and family reading days should be organized to cultivate a stronger culture of literacy and lifelong learning within Barangay 418, Zone 43.
10. Conduct further studies. Future researchers may investigate the long-term effects of community-based literacy programs on academic achievement, school performance, language development, and socio-emotional growth using larger samples and longitudinal research designs.

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