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The *Alalay sa Literasiya-Pagbasa* Project: Promoting Functional Literacy in the Early Grades through Reading Speed

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Abstract

This study evaluated the effectiveness of a literacy intervention program aimed at improving student learning outcomes and participant satisfaction in areas such as training objectives, delivery, environment, and resources. Using a mixed-methods approach, the program engaged pupils from Talipapa Elementary School and student tutors from the Institute of Teacher Education, who facilitated structured reading sessions. Both quantitative assessments and perception surveys were employed. Pre- and post-test results revealed significant gains in learners' reading performance, with mean scores rising from 8.37 (SD = 2.72) to 17.20 (SD = 2.64). The Words Per Minute (WPM) Test further confirmed improvements in reading fluency and comprehension. Despite these gains, high standard deviations indicated variability in learner progress, underscoring the need for differentiated instruction.

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Survey findings showed high satisfaction among participants, particularly with training delivery (M = 3.58). Slightly lower ratings were noted for the learning environment and instructional resources (M = 3.43). A Pearson correlation revealed a significant relationship between gender and perceptions of training objectives (r = .381, p = .029), suggesting gender-based differences that warrant further study. Based on these findings, the study recommends: (1) tailoring interventions to learner profiles to reduce performance gaps; (2) sustaining effective training delivery; (3) exploring demographic influences such as gender; and (4) enhancing instructional materials and engagement strategies. The results highlight the value of evidence-based, learner-centered literacy interventions in improving academic performance and satisfaction, while emphasizing continuous evaluation and adaptive approaches to address diverse learner needs.

Keywords: *Intervention Program; Reading Fluency; Learner-Centered Approach; Words Per Minute (WPM) Test; Student Satisfaction*

Introduction

Reading speed plays a crucial role in the development of literacy and overall academic success, as it directly reflects a learner's ability to process, comprehend, and retain information efficiently. The ability to read at an appropriate pace not only enhances understanding of texts but also supports critical thinking, vocabulary growth, and confidence in communication. In educational settings, reading speed serves as a key indicator of fluency, bridging the gap between word recognition and comprehension. Moreover, it enables learners to manage academic demands more effectively, particularly in an era where access to vast amounts of information requires quick yet meaningful engagement with texts. Thus, cultivating and assessing reading speed is vital for both instructional planning and long-term learning outcomes.

Literacy, broadly defined as the ability to read, write, and communicate effectively to comprehend and generate meaning, remains central to educational achievement and socio-economic mobility (Edge & Olan, 2020). Early literacy acquisition in preschool is especially vital, as it forms the foundation for subsequent academic success and civic participation. As Javed, Khan, and Ahmad (2021) argue, early literacy development is instrumental in nurturing citizens who are prepared to engage meaningfully in national development and social welfare. Despite this, the goal of universal literacy remains elusive in many contexts, including the Philippines, where both systemic and localized barriers hinder progress in the agricultural research for development (AR4D) landscape.

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Although the Philippine government has sustained various initiatives to enhance literacy, significant gaps in learning outcomes remain evident. Official statistics from the Philippine Statistics Authority (PSA) place national literacy rates at 97–98% under the K–12 curriculum. However, the World Bank's 2022 Learning Poverty Index presents a starkly different reality: around 91% of Filipino children in the later years of primary school struggle with basic reading comprehension (UNESCO Institute for Statistics [UIS], 2022). This sharp discrepancy suggests that headline literacy figures may mask the persistent, everyday challenges faced by learners—particularly those in underserved and marginalized communities. Structural factors such as entrenched poverty, linguistic diversity, and the limited availability of accessible, high-quality learning resources continue to hinder equitable literacy development.

Complementing these findings, the 2022 Programme for International Student Assessment (PISA) reported that students in the Philippines scored below the OECD average in mathematics, reading, and science. The proportion of Filipino students attaining top performance levels (Level 5 or 6) in at least one subject was notably smaller than the OECD average, while the share achieving minimum proficiency (Level 2 or higher) across all three subjects was also lower. Together, these indicators underscore the persistent and systemic nature of the country's learning crisis, revealing that literacy and learning quality remain deeply intertwined challenges in Philippine education.

The rapid expansion of digital technology has introduced a new and complex dimension to the literacy landscape. Digital platforms provide unprecedented opportunities for access to interactive, multimodal, and self-directed learning resources (Ngoumandjoka, 2012). However, such benefits are unevenly distributed, as learners' ability to fully engage with these platforms is contingent upon their digital literacy competencies, intrinsic motivation, and the availability of a supportive learning environment (Amponsah, Asare, & Baffoe, 2022). Moreover, the persistent underrepresentation of local languages in most online educational content disproportionately disadvantages students whose first language is not English, thereby reinforcing linguistic inequities in digital learning spaces.

In response to these challenges, the MATATAG Curriculum embeds a language framework that foregrounds Mother Tongue–Based Multilingual Education (MTB-MLE) in the early grades, positioning Grade 1 as a pivotal stage for the development of foundational literacy. At this level, instruction is divided into two interrelated learning areas: *Language*, which cultivates oral proficiency in the learner's first language (L1), and *Reading and Literacy*, which targets core skills such as phonemic awareness, decoding, and sight word recognition (Department of Education [DepEd], 2023a). The mother tongue serves as the primary medium of teaching and learning (MOTL) in both Kindergarten and Grade 1, offering a culturally and linguistically responsive foundation before the systematic introduction of Filipino and English in Grade 2. This gradual progression is strategically designed to leverage learners'

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existing linguistic resources, thereby facilitating more effective cognitive development and smoother acquisition of additional languages (DepEd, 2023a; DepEd, 2023b).

During Grades 2 and 3, Filipino and English are progressively integrated alongside the mother tongue, culminating in their use as primary MOTLs by Grade 4, with the mother tongue retained as a supportive language when pedagogically necessary (DepEd, 2023b). This framework advances a compound-coordinate multilingualism model and operationalizes translanguaging strategies, enabling learners to mobilize their full linguistic repertoire in meaning-making and academic engagement (DepEd, 2023a). Empirical evidence suggests that such an approach not only reinforces literacy skills but also contributes to enhanced academic achievement and the cultivation of cultural identity (UNESCO, 2016; World Bank, 2021).

The urgency of these reforms is underscored by the findings of the 2024 Functional Literacy, Education, and Mass Media Survey (FLEMMS), which highlighted persistent foundational literacy deficits, particularly in the early years of schooling. These challenges parallel the Philippines' performance in the Programme for International Student Assessment (PISA), as examined by Pamintuan (2025), revealing systemic inequities that demand inclusive, locally grounded, and linguistically responsive literacy interventions.

In response to persistent literacy challenges, Manuel V. Gallego Foundation Colleges (MVGFC), through its Institute of Teacher Education (ITE) and High School Department, launched the *Alalay sa Literasiya – Pagbasa Project* in 2022. Implemented in select barangays of Cabanatuan City, the initiative is designed to strengthen early-grade learners' reading competencies in both Filipino and English. More than a literacy campaign, it reflects MVGFC's sustained commitment to inclusive and high-quality education, grounded in a learner-centered approach that is responsive to the socio-cultural and linguistic contexts of its participants. By targeting foundational reading skills, the project seeks not only to close literacy gaps but also to cultivate lifelong learning habits (Abiva et al., 2023).

Building on these efforts, the Director of the Community Extension and Outreach Program (CEOP) at MVGFC conducted a courtesy visit last 2022 to the principal of Talipapa Elementary School. Their dialogue focused on the rebranded *Alalay sa Pagbasa Program*—formerly the *Tulong Dunong Project*—which addresses the needs of struggling readers. The principal recommended a strategic realignment, prioritizing parents of non-readers in Grades 1–4 by equipping them with the skills to facilitate reading development at home. In parallel, MVGFC Teacher Education students would tutor struggling readers in Grades 5–6 as part of their practice teaching. This collaborative plan included identifying target beneficiaries and collecting baseline data, thereby formally expanding the program to engage both parents and pupils (Abiva et al., 2023).

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Complementing the literacy intervention, the City Social Welfare and Development Office (CSWDO) implemented a *Food for Work* program to combat student hunger, supported by donations of ₱13,000.00 from CSWDO, ₱4,500.00 from the Banatu Elite Eagles Club, and ₱2,500.00 from an individual donor. In partnership with CSWDO, ten parents joined four others in a community gardening initiative, earning two family food packages valued at ₱1,240.00 each after five days of participation. Facilitated by CSWDO local link, the school's participation in the Department of Education's school-based gardening program reflects a holistic approach to education—integrating academic support, nutrition, and community engagement to enhance student well-being and learning outcomes (Abiva et al., 2023).

Inspired by the Department of Education's *Tara, Basa!* Framework, the project is adapted for grassroots implementation in hyper-local, community-driven settings. Deployed at Imelda Integrated School for Grades 1 to 3, the initiative demonstrated promising gains in students' reading comprehension during the 2024–2025 academic year. These early outcomes suggest that when literacy interventions are rooted in local realities and supported by community involvement, they can yield significant progress.

At the national level, similar efforts are reflected in the *Tara, Basa! Tutoring Program* (TBTP), launched in 2024 by the Department of Social Welfare and Development (DSWD) in partnership with the Department of Education (DepEd). This initiative integrates community empowerment and social protection by offering cash-for-work opportunities to college students serving as tutors and youth development workers (YDWs) for struggling Grade 1 readers and incoming Grade 2 non-readers. The program also includes *Nanay-Tatay Teacher Sessions*, which equip parents and guardians with skills and tools to support their children's literacy development at home (DSWD, 2024; DepEd, 2024).

Nevertheless, a comprehensive evaluation of the *Alalay sa Literasiya – Pagbasa Project* remains necessary. This includes examining its effectiveness in enhancing bilingual reading abilities, exploring the lived experiences of students, teachers, and parents, and identifying key strengths and areas for improvement in its implementation. Additionally, determining the program's replicability in other comparable communities is essential.

Purpose of the research

Research indicates that literacy development is influenced by a complex interplay of factors, including in-school instruction, home environments, socio-economic status, reading practices, and learners' attitudes toward reading (Liu, Wang, & Zhang, 2022). Accordingly, the study underpinning this initiative adopts a holistic approach, guided by four primary objectives:

1. To evaluate the program's impact on students' reading abilities in Filipino and English.

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2. To understand the perspectives of those directly involved—students, teachers, and parents.
3. To analyze the role of context, including language, ethnicity, and socio-economic conditions; and
4. To offer evidence-based recommendations for improving and potentially expanding the program.

Through this research, MVGFC aims to contribute meaningfully to the broader national discourse on inclusive, effective, and sustainable literacy interventions—particularly in a rapidly evolving educational landscape (Schrum, Shelley, & Miller, 2007).

Methodology

This study adopts a mixed-methods research design to evaluate the effectiveness of the *Alalay sa Literasiya – Pagbasa Project*, integrating both quantitative and qualitative approaches to provide a comprehensive assessment. The quantitative component employs statistical techniques, including correlation and regression analyses, to identify significant factors influencing the reading development of participating students. Complementing this, the qualitative component is anchored in a phenomenological approach, designed to capture the lived experiences of 18 students of Talipapa Elementary School and 15 student volunteers of the Institute of Teacher Education of MVGFC who are directly involved in the program's implementation.

Participant selection was informed by the results of the Phil-IRI pre-test, in which most pupils were categorized as "non-readers" or at the "frustration level." Their parents were engaged as partners in the intervention, while teachers and school administrators of Talipapa Elementary School—who oversaw and supported the program from its inception—were likewise included to provide broader contextual perspectives.

By employing methodological triangulation, this design not only quantifies patterns of literacy improvement but also illuminates the personal, social, and institutional dynamics shaping the program's outcomes. Such integration of empirical evidence and narrative insights enables a more nuanced and balanced understanding of the project's overall impact.

Words Per Minute (WPM) is a common metric in reading interventions, used to measure fluency by counting the number of words a student can read accurately in one minute. It provides a quick, cost-effective way to establish baselines, monitor progress, and set individualized targets for learners (Rasinski et al., 2005). However, a key limitation of WPM is that it focuses narrowly on reading rate and accuracy without assessing comprehension, critical thinking, or expressive reading (Hudson, Lane, & Pullen, 2005). For struggling readers, the emphasis on speed may also create stress or anxiety, potentially undermining confidence.

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In this study, WPM was employed primarily as a practical tool for tracking progress, but its inherent limitations constrain the findings. Since reading fluency involves accuracy, rate, and prosody, and literacy development extends to comprehension and meaning making (National Reading Panel, 2000), WPM alone cannot capture the full scope of students' reading abilities. Thus, while useful as one indicator of growth, WPM should be interpreted cautiously and supplemented by broader literacy measures.

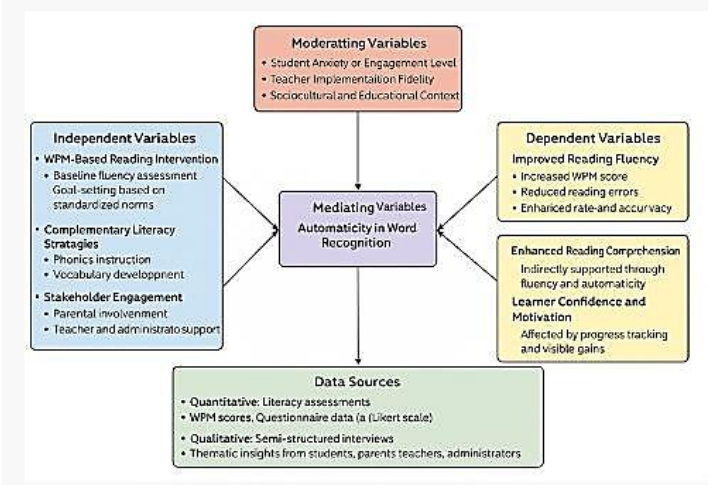

Figure 1. Conceptual Framework

The study's participants include 18 pupils from Talipapa Elementary School who have been classified as struggling readers and student volunteers from the Institute of Teacher Education. Purposive sampling was employed to ensure that individuals with direct and meaningful involvement in the program were included. Data collection tools consist of structured questionnaires using Likert-scale items, semi-structured interviews, and pre- and post-program reading assessments to evaluate students' literacy progress.

Quantitative data is analyzed using descriptive statistics and regression techniques to identify trends and predictors of improvement in reading outcomes. The Words Per Minute (WPM) measure is incorporated as a key indicator of word recognition, offering objective insights into students' decoding speed and automaticity. By integrating quantifiable outcomes with qualitative narratives, this study seeks to generate practical, evidence-based insights that can inform the refinement of literacy interventions and contribute to the formulation of more responsive educational policies.

Ethical consideration

Before the conduct of the survey and interviews, informed consent was obtained from all participants. The purpose and scope of the study were clearly explained, ensuring that every prospective participant was fully aware of their role, rights, and the voluntary nature

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of their involvement.

Results and Discussion

Demographic Profile Based on Age

The table presents the distribution of the age of participating children from the community. Among them, two children (11.1%) were either 7 or 11 years old, while the largest age groups were those aged 8 and 9, each comprising five respondents (27.8%).

Table 1. Frequency Distribution of Community Respondents Based on Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	2	11.1	11.1	11.1
	8	5	27.8	27.8	38.9
	9	5	27.8	27.8	66.7
	10	4	22.2	22.2	88.9
	11	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Additionally, four participants (22.2%) were 10 years old. These figures indicate that most of the children fell within the 8- to 9-year-old range, with fewer participants at the youngest and oldest ends of the spectrum. Reporting this level of demographic detail contributes to a more comprehensive understanding of the sample's composition and highlights the extent to which it represents the target population (Fraenkel, Wallen, & Hyun, 2019). Furthermore, such information provides insight into the developmental stages of the learners, which may significantly influence their engagement with and response to educational interventions.

Demographic Profile Based on Sex

The sample consisted predominantly of female respondents. Specifically, 23 participants (69%) identified as female, while 10 participants (30.3%) identified as male.

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Table 2. Frequency Distribution of Combined Responses Based on Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	10	30.3	30.3	30.3
	Female	23	69.7	69.7	100.0
	Total	33	100.0	100.0	

This gender distribution reveals that most of the sample was composed of female participants. Reporting such demographic information is essential, as it allows researchers to examine potential gender-related patterns in responses or performance and assess whether the sample adequately represents the gender composition of the broader population (Creswell, 2014). Moreover, acknowledging gender distribution supports the identification of any potential gender-based biases that may influence the interpretation of findings and ensures greater transparency and rigor in the research process.

Demographic Profile Based on Education

The sample comprised all participants who took part in the study. The data indicate that there were more elementary-level students than college students, with 18 participants (54.5%) representing the elementary group and 15 participants (45.5%) forming the college group.

Table 3. Frequency Distribution of Combined Responses Based on Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elementary	18	54.5	54.5	54.5
	College	15	45.5	45.5	100.0
	Total	33	100.0	100.0	

This slight overrepresentation of elementary students may be attributed to the sampling strategy or the specific focus of the intervention. Accurately reporting the distribution of participants across educational levels is critical for assessing the representativeness of the sample and for interpreting findings within the appropriate educational context (Creswell & Poth, 2018). Furthermore, these demographic insights

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provide a basis for examining how educational level may influence learning outcomes, engagement, and the overall effectiveness of the intervention.

Identified Reading Speed of Pupils Before and After the "Alalay sa Literasiya

Reading speed and word recognition are critical markers of literacy, yet student performance often varies widely. Such variability reflects differences in prior knowledge, learning contexts, and socio-environmental factors, underscoring the challenge of fostering uniform progress. Understanding these disparities is essential in evaluating the effectiveness of interventions and shaping strategies that support more consistent learning outcomes.

Table 4. Mean Scores and Standard Deviation

	Minimum	Maximum	Mean	Std. Deviation
Pre-test English	0	25	7.81	7.427
Pre-test Filipino	0	29	12.48	10.614
Post-test English	1	26	8.71	7.322
Post-test Filipino	1	29	13.19	10.240

Despite these improvements, the relatively high standard deviations observed—7.43 to 7.32 in English, and 10.61 to 10.24 in Filipino—indicate substantial variability in student performance. This suggests that while certain students demonstrated noticeable progress, others continued to experience difficulties in reading speed and word recognition. These heterogeneous outcomes are consistent with the observations of Black and Wiliam (1998), who emphasized that the impact of formative assessment strategies may vary depending on learners' prior knowledge, instructional context, and socio-environmental factors.

The broad distribution of pre-test scores in both English and Filipino reflects the divergent baseline abilities among the students at the start of the program. Post-intervention, the scores appear to have slightly converged, indicating that the program may have contributed to narrowing performance gaps and fostering more uniform learning outcomes, albeit to a limited extent. This aligns with Sadler's (1989) assertion that well-designed formative assessment practices can help level disparities in educational achievement when implemented consistently and responsively.

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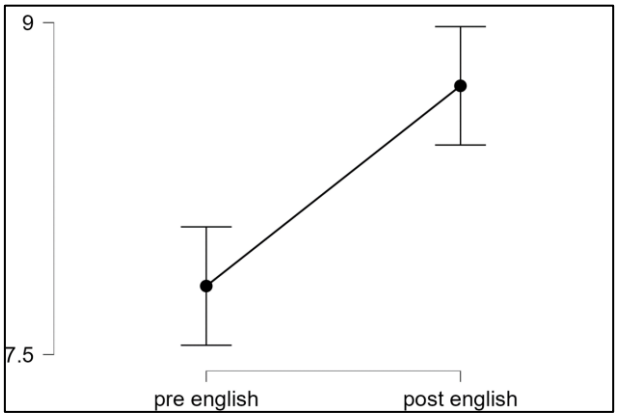

Figure 2. Graph of Mean Score for Students' Pre-Test and Post-Test English

The line graph presented illustrates a comparison of pre-test and post-test scores in English, incorporating error bars to depict variability in the data. The black dots represent the mean scores of student participants, with the pre-test mean situated slightly above 7.5 and the post-test mean positioned just below 9. This upward trajectory indicates a modest improvement in average student performance following the implementation of the Alalay sa Pagbasa for Academic Year 2024-2025.

The vertical error bars extending above and below each mean likely represent either the standard deviation or standard error, providing a visual estimate of score variability. Notably, the relatively large size of the error bars in both the pre-test and post-test conditions suggests a high degree of dispersion in student performance. This indicates that while some students showed significant improvement, others either improved less markedly or continued to struggle.

The line connecting the two means slopes upward, signaling a general positive shift in literacy performance. However, the substantial overlap between the error bars raises the possibility that the difference in means may not be statistically significant. To determine the robustness of the observed change, further inferential statistical testing—such as a paired sample t-test—would be necessary. Nonetheless, the visual trend suggests a favorable, if modest, effect of the intervention on student reading outcomes, in line with Cumming and Finch's (2005) guidance on interpreting error bars in educational research.

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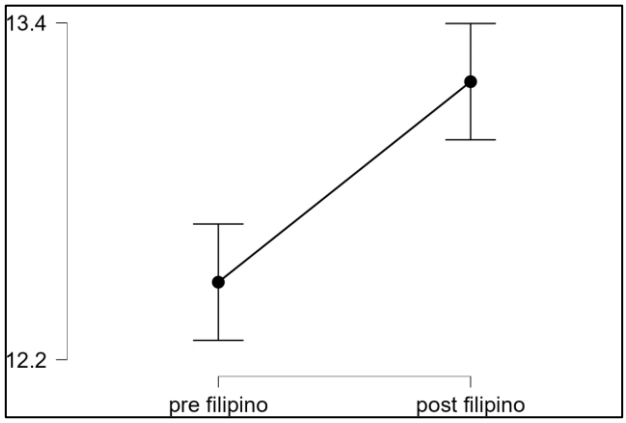

Figure 3. Graph of Students' Mean Scores for Pre-Test and Post-Test in Filipino

The line graph with error bars presents a comparison of pre-test and post-test scores in the Filipino reading selection, illustrating the effects of the literacy intervention. The graph shows a positive shift in student performance, with the pre-test mean slightly above 12.2 and the post-test mean approaching 13.4. This reflects a modest improvement in average scores following the program. The black dots represent the mean scores, while the vertical error bars extending above and below each point likely correspond to either standard deviations or standard errors, indicating the degree of variability in the data.

Although the increase in mean scores suggests overall progress, the relatively large size of the error bars indicates a substantial spread in individual student performance. This suggests that while some students experienced notable gains in literacy, others demonstrated minimal improvement. The upward slope of the line connecting the two means visually communicates a general trend of improvement.

However, the overlap in the error bars implies that the observed difference may not be statistically significant without further inferential analysis. A paired-sample t-test would be necessary to confirm whether the observed improvement is meaningful in statistical terms. Nonetheless, the visual trend aligns with the notion that the intervention contributed to incremental gains in student outcomes (Cumming & Finch, 2005).

Table 5. Paired Sample Correlation Results for Pre-Test and Post-Test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-English & Post-English	21	.994	<.001
Pair 2	Pre-Filipino & Post-Filipino	21	.999	<.001

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To further explore the relationship between pre-test and post-test results, a paired samples correlation analysis was conducted. The correlation coefficient for English was r = .994, $p < .001$, and for Filipino, r = .999, $p < .001$—both indicating an extremely strong positive correlation between pre- and post-test scores. The high level of statistical significance suggests that these results are unlikely to be due to random chance (Field, 2013).

These findings imply that students who performed well in the pre-test tended to sustain or slightly enhance their performance in the post-test. Although the overall improvement in mean scores was relatively modest, the consistency observed in individual performance underscores the reliability and potential effectiveness of the literacy intervention in stabilizing academic outcomes across learners.

This alignment supports a key assertion in educational research: that well-structured interventions can foster consistent, positive outcomes across diverse learner groups (Cohen, Manion, & Morrison, 2018). In this context, the observed correlations affirm that the Alalay sa Literasiya – Pagbasa Project not only facilitated incremental improvements in literacy but also contributed to a more stable trajectory of learner progress over time.

Table 6. Paired Sample T-Test Results

Paired Sample T-Test

Measure 1	Measure 2	t	p	df
Pre-Test English	Post-Test English	-4.99	<0.001	20
Pre-Test Filipino	Post-Test Filipino	-5.09	<0.001	20

Measure 1 – Measure 2 is ≠ 0

The results of the pre-test and post-test assessments in English for students from the Talipapa community indicate a statistically significant improvement in performance following the intervention. A paired-sample t-test revealed that this difference was significant, $t(20) = -4.99$, $p < .001$, suggesting that students performed better after the program than before it. This increase in average scores provides evidence that the intervention had a meaningful and measurable positive effect on students' English literacy development. Therefore, the null hypothesis of no difference can be confidently rejected, affirming the effectiveness of the literacy program in enhancing English reading outcomes (Field, 2013).

A comparable trend was observed in the Filipino language results. The paired-sample t-test also indicated a statistically significant improvement between pre-test and post-test

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scores, $t(20) = -5.09$, $p < .001$. Notably, the slightly stronger effect size in the Philippines suggests that the intervention may have been even more effective in supporting literacy development in the students' native language. As with the English results, the statistical evidence supports the rejection of the null hypothesis, reinforcing the conclusion that the Alalay sa Literasiya – Pagbasa Project contributed to positive educational outcomes.

In educational research, such pre-test–post-test comparisons are widely used to assess the effectiveness of interventions, as they provide robust evidence for causal inferences about student learning gains (Creswell & Guetterman, 2019).

Perception of the Intervention

The average scores reported by respondents from both the Talipapa community and Manuel V. Gallego Foundation Colleges (MVGFC) ranged from 3.43 to 3.62, with standard deviations between 0.48 and 0.77.

Table 7. Average, Mean, and Standard Deviation for Combined Respondents

	N	Mean	Std. Deviation
Training Objectives and Content	33	3.4394	.77316
Training Delivery	33	3.5833	.51791
Learning Environment, Materials, and Resources	33	3.4343	.53186
Overall Satisfaction Outcome and Application	33	3.6212	.47648
Valid N (listwise)	33		

For instance, the training objectives and content received a mean score of 3.44 (SD = 0.77), while training delivery was rated slightly higher, with a mean of 3.58 (SD = 0.52). The learning environment, materials, and resources received a mean of 3.43 (SD = 0.53), whereas overall satisfaction, outcomes, and application yielded the highest mean score of 3.62 (SD = 0.48). These results suggest that participants' responses were relatively consistent, as indicated by the low standard deviations across categories. This consistency implies a generally favorable and uniform perception of the training or intervention among respondents. Measures of central tendency and variability such as these are critical for evaluating the effectiveness and reliability of educational programs (Cohen, Manion, & Morrison, 2018). The limited dispersion in the data further suggests that participants may have shared similar experiences and understandings regarding the training's implementation and outcomes.

Comparative Analysis

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The table above presents a comparative analysis of the mean scores and standard deviations for community and school respondents. Findings indicate that community respondents consistently reported lower mean scores than their school counterparts across all measured categories.

Table 8. Compared Means and Standard Deviation

	Respondents	N	Mean	Std. Deviation	Std. Error Mean
Training Objectives And Content	Talipapa	18	3.4861	.77399	.18243
	MVGFC	15	3.3833	.79545	.20538
Training Delivery	Talipapa	18	3.6528	.29876	.07042
	MVGFC	15	3.5000	.70076	.18094
Learning Environment, Materials, and Resources	Talipapa	18	3.5092	.4933	.1162
	MVGFC	15	3.344	.5789	.1494
Overall Satisfaction Outcome and Application	Talipapa	18	3.7083	.35614	.08394
	MVGFC	15	3.5167	.58605	.15132

Moreover, the standard deviations for the community group were smaller, suggesting a tighter clustering of responses around the mean. This pattern implies that the community participants demonstrated more uniform perceptions or experiences related to the intervention. In contrast, the higher means and greater variability among school respondents suggest a wider range of perspectives or experiences within that group. According to Field (2013), such differences in measures of central tendency and dispersion can reflect how contextual factors—such as environment, access to resources, or prior exposure to similar programs—affect participants' responses. These comparative insights are crucial for interpreting the consistency and diversity of feedback, offering a deeper understanding of how different groups perceived and engaged with the intervention.

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Table 9. Correlation and Significance Scores

		Age	Gender	Education
Training Objectives and Content	Pearson r	-0.080	0.381	-0.067
	Sig. (2-tailed)	0.659	0.029	0.710
	N	33	33	33
Training Delivery	Pearson r	-0.214	0.011	-0.149
	Sig. (2-tailed)	0.233	0.953	0.407
	N	33	33	33
Learning Environment Materials and Resources	Pearson r	-0.288	-0.020	-0.157
	Sig. (2-tailed)	0.104	0.913	0.384
	N	33	33	33
Overall Satisfaction Outcome and Application	Pearson r	-0.289	-0.005	-0.203
	Sig. (2-tailed)	0.103	0.977	0.256
	N	33	33	33

A correlation analysis was conducted to examine the relationships between respondents' demographic characteristics (age, gender, and education level) and their evaluations of various aspects of the training intervention. The Pearson correlation coefficient between age and training objectives and content was r = –0.08, p = .659, indicating a very weak negative relationship that was not statistically significant (p > .05), and thus likely attributable to random variation (Field, 2013). Similarly, age was weakly and negatively correlated with training delivery (r = –0.21, p = .233) and with overall satisfaction, outcomes, and application (r = –0.29, p = .103); neither correlation reached statistical significance, reinforcing the lack of a meaningful age effect on participants' evaluations (Cohen, 1988; Field, 2013).

In contrast, gender exhibited a moderate, statistically significant negative correlation with training objectives and content (r = –0.38, p = .029), suggesting a meaningful difference in how male and female respondents rated this component of the training (Field, 2013). However, gender was not significantly related to training delivery (r = 0.01, p = .953), learning environment, materials, and resources (r = –0.02, p = .913), or overall satisfaction, outcomes, and application (r = –0.01, p = .977), indicating negligible effects across these categories (Cohen, 1988).

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Finally, the education level of respondents demonstrated uniformly weak and non-significant negative correlations with all training evaluation dimensions: training objectives and content (r = –0.07, p = .712), training delivery (r = –0.15, p = .407), learning environment, materials, and resources (r = –0.16, p = .384), and overall satisfaction, outcomes, and application (r = –0.20, p = .256). These results indicate that educational background did not exert a meaningful influence on how respondents evaluated the training intervention (Field, 2013).

Table 10. Independent Sample Test Results

		F	Sig.	t	df	Sig.(2-tailed)
Training Objectives and Content	Equal variances assumed	0.854	0.363	0.375	31	0.710
	Equal variances not assumed			0.374	29.621	0.711
Training Delivery	Equal variances assumed	6.701	0.015	0.840	31	0.407
	Equal variances not assumed			0.787	18.218	0.441
Learning Environment, Materials, and Resources	Equal variances assumed	1.132	0.296	0.883	31	0.384
	Equal variances not assumed			0.870	27.712	0.392
Overall Satisfaction Outcome And Application	Equal variances assumed	8.670	0.006	1.157	31	0.256
	Equal variances not assumed			1.108	22.211	0.280

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An independent sample *t*-test, preceded by Levene's test for equality of variances, was conducted to determine whether there were statistically significant mean differences between the two participant groups (Field, 2013). For training objectives and content, Levene's test indicated homogeneity of variances, $F(1, 31) = 0.85$, $p = .363$, and the *t*-test result was $t(31) = 0.38$, $p = .710$, indicating no statistically significant difference in group means. Regarding training delivery, Levene's test was significant, $F(1, 31) = 6.70$, $p = .015$, suggesting unequal variances; however, the *t*-test still showed no significant difference, $t(19.5) = 0.84$, $p = .407$. For learning environment, materials, and resources, Levene's test again showed equality of variances, $F(1, 31) = 1.13$, $p = .296$, and the corresponding *t*-test yielded $t(31) = 0.88$, $p = .394$—also not statistically significant.

For overall satisfaction, outcomes, and application, Levene's test revealed a significant variance difference, $F(1, 31) = 8.67$, $p = .006$; however, the subsequent *t*-test did not show a statistically significant difference in means, $t(17.6) = 1.15$, $p = .256$. Across all dimensions, the absence of statistically significant *t*-test results suggests that observed group differences in mean scores were likely attributable to random variation rather than any systematic effect (Cohen, 1988).

Conclusions

The findings of this study highlight the overall effectiveness of the *Alalay sa Literasiya – Pagbasa Project* in improving literacy skills and fostering positive perceptions among learners and stakeholders. Demographic data revealed a diverse sample of participants, with the majority falling within the 8–9 age range, predominantly female, and slightly more elementary students than college respondents. Such diversity provided meaningful insight into how age, sex, and educational level intersect with learning outcomes and perceptions of the intervention.

Quantitative analyses demonstrated statistically significant improvements in both English and Filipino reading performance, as evidenced by paired-sample t-tests and extremely strong correlations between pre- and post-test results. These findings affirm that the intervention contributed to measurable gains in reading speed, comprehension, and word recognition, with slightly stronger effects in Filipino. Although the improvements were modest, the intervention successfully narrowed initial performance gaps, creating a more consistent trajectory of learner progress.

Perception data further confirmed high levels of participant satisfaction, particularly with training delivery and overall outcomes. While areas such as instructional resources and learning environment received slightly lower ratings, the relatively narrow range of responses suggests shared positive experiences among participants. Gender-based perceptual differences emerged as statistically significant concerning training objectives, warranting further investigation to ensure equitable program responsiveness.

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The study concludes that evidence-based, learner-centered literacy interventions can generate both cognitive and affective benefits. Sustaining such initiatives requires differentiated strategies to address learner variability, continuous enhancement of instructional materials, and further inquiry into demographic influences. These findings underscore the importance of adaptive, community-responsive approaches in promoting literacy and educational equity.

Recommendations

Based on the data analysis and findings presented, the following four recommendations are proposed to enhance future interventions and improve student learning outcomes: 1. Given the wide variability in student performance (as indicated by the high standard deviations), future interventions should be differentiated according to students' baseline competencies. Diagnostic pre-assessments may help group learners by ability level, allowing for more targeted support that addresses specific learning needs, particularly for those who lag 2. With "Training Delivery" receiving one of the highest satisfaction ratings (Mean = 3.5833), educators and facilitators should build on this strength by standardizing and documenting effective teaching practices observed during the intervention. These methods can be shared through peer training or a best practices guide to ensure consistent, high-quality instruction across future programs; 3. While correlation results showed limited significant associations between demographic variables and intervention outcomes, the significant positive correlation between gender and perceptions of "Training Objectives and Content" ($r = 0.381$, $p = 0.029$) suggests a potential gender-based difference in training reception. Further research is recommended to explore how age, gender, and education level may influence learning experiences and to adjust interventions accordingly 4. Despite favorable feedback on training delivery, areas such as "Learning Environment, Materials, and Resources" had relatively lower mean scores (Mean = 3.4343). Future programs should focus on enhancing the quality and accessibility of learning materials, especially in community settings, to support deeper learner engagement and better retention of concepts.

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