

# Towards Improved Literacy: Evaluating the Effectiveness and Implementation of *Brigada Pagbasa* Program

Rosemarie M. Honculada<sup>1\*</sup> and Ivy S. Diaz<sup>2,3</sup>

<sup>1</sup>Lingaya Elementary School

<sup>2</sup>North Eastern Mindanao State University

<sup>1\*</sup>[rosemarie.martin001@deped.gov.ph](mailto:rosemarie.martin001@deped.gov.ph)

<sup>3</sup>[isdiaz@nemsu.edu.ph](mailto:isdiaz@nemsu.edu.ph)

Date Submitted:  
**March 19, 2026**

Date Accepted:  
**April 28, 2026**

Date Published:  
**May 15, 2026**

DOI:  
**10.5281/zenodo.20195025**

## ABSTRACT

This study evaluated the effectiveness of the Brigada Pagbasa Program in selected public elementary schools in the Marihatag District, Schools Division of Surigao del Sur, focusing on its impact on learners' reading fluency, accuracy, and comprehension. A quantitative research design was utilized, involving 219 learners who were assessed using structured reading assessments and survey instruments to measure program outcomes. Findings revealed significant improvements in learners' reading performance across key domains. These gains were strongly associated with structured remediation sessions, peer-assisted reading activities, and the active involvement of trained volunteers and parents. Increased learner

motivation and participation in reading tasks were also observed, indicating that the program supported both skill development and engagement. The effectiveness of the intervention was further strengthened by collaboration among teachers, parents, barangay officials, and community volunteers. The use of contextualized and adaptive reading strategies contributed to more meaningful learning experiences and consistent reading practice. However, challenges such as limited instructional materials, time constraints, and diverse learner needs were identified as barriers to sustained implementation. Overall, the Brigada Pagbasa Program demonstrates strong potential as a community-supported literacy intervention. Its success underscores the importance of structured implementation, adequate resource provision, and sustained stakeholder engagement. The study recommends strengthening instructional support, continuous training, and collaborative partnerships to ensure long-term sustainability and scalability of the program.

**Keywords:** *Brigada Pagbasa Program, reading fluency, learners' reading performance, structured remediation, and home-school collaboration*

## INTRODUCTION

Brigada Pagbasa is a nationwide reading advocacy program implemented under the Department of Education's Brigada Eskwela initiative, designed to address persistent literacy challenges among Filipino learners through strong community involvement. Anchored on DepEd Memorandum No. 173, s. 2019, or the "Hamon: Bawat Bata Bumabasa" (3Bs Initiative), the program mobilizes schools, families, volunteers, and partner stakeholders to improve the reading proficiency of struggling learners. This study examined the

success stories of the Brigada Pagbasa Program in selected schools in the Marihatag District, with emphasis on effective practices, positive learner outcomes, and the essential role of collaboration among stakeholders.

Findings from related literature consistently highlight the value of community-based literacy interventions in improving reading performance. Studies show that structured literacy programs supported by community participation significantly enhance reading comprehension among struggling learners, particularly in underserved contexts. Parental involvement, modeling of reading behaviors, and active engagement in literacy-related activities have also been shown to positively influence learners' reading development. These collective insights underscore the importance of strong partnerships among families, schools, and communities in achieving sustainable literacy improvement.

In the schools of Marihatag District, Division of Surigao del Sur, school-based assessments such as the Philippine Informal Reading Inventory (Phil-IRI) have revealed a considerable number of learners performing at the frustration and instructional levels in reading. These findings indicate ongoing difficulties in foundational literacy skills, which the Brigada Pagbasa Program seeks to address through structured reading sessions, volunteer engagement, and parental support. In response to these challenges, teachers are encouraged to implement targeted interventions grounded in learners' actual reading needs.

This study focused on documenting the success stories of the Brigada Pagbasa Program in selected elementary schools in the Marihatag District. It explored how teachers, learners, parents, and community volunteers collaboratively contributed to improving learners' reading abilities. The study further highlights that the program is highly beneficial in strengthening reading proficiency, as it equips teachers with meaningful insights that can guide the development of appropriate reading interventions. Ultimately, the findings are intended to support educators and school leaders in enhancing literacy programs and sustaining effective, community-based approaches to reading development.

### **Theoretical Framework**

This study is anchored on the premise that community-driven literacy initiatives, such as the Brigada Pagbasa Program, can enhance learners' reading outcomes when supported by strong social and environmental systems. It is primarily guided by Lev Vygotsky's Sociocultural Theory, which views learning as a socially mediated process that develops through interaction with more knowledgeable others within a cultural context (Vygotsky, 1978; Mercer, 2023). In the context of Brigada Pagbasa, this is reflected in the scaffolded support provided by teachers, parents, and community volunteers, enabling learners to progress within their Zone of Proximal Development. While this theory effectively explains how guided interaction supports learning, it gives less emphasis to individual motivation and learner agency, which are also important for sustaining long-term literacy development.

To complement this perspective, Albert Bandura's Social Cognitive Theory emphasizes the role of observational learning, self-efficacy, and personal agency in shaping academic behavior (Bandura, 2001; Schunk & DiBenedetto, 2020). Unlike Vygotsky's focus on social interaction as the primary driver of learning, Bandura highlights how learners' beliefs in their own capabilities influence their persistence and performance in reading. Within Brigada Pagbasa, learners are not only guided by teachers and volunteers but also influenced by observed reading behaviors, which help strengthen confidence and motivation. However, this theory assumes the consistent presence of positive role models and supportive learning environments, which may not always be present in resource-limited settings.

To further broaden the framework, Bronfenbrenner's Ecological Systems Theory explains that learner development is shaped by multiple interconnected environmental systems, ranging from immediate contexts such as family and school (microsystem) to broader societal and policy influences (macrosystem) (Bronfenbrenner, 1979; Neal & Neal, 2022). This perspective reinforces the idea that literacy development is not solely dependent on instructional strategies or individual cognition, but also on access to resources, stakeholder participation, and community support structures.

Taken together, these three theories provide a comprehensive framework for understanding the Brigada Pagbasa Program. Learning is viewed as a dynamic process shaped by social interaction, individual cognitive and motivational factors, and broader environmental conditions. In this sense, Brigada Pagbasa functions as a multi-level intervention where scaffolding, observational learning, self-efficacy, and ecological support work together to promote meaningful and sustainable improvements in learners' reading proficiency.

### Conceptual Framework

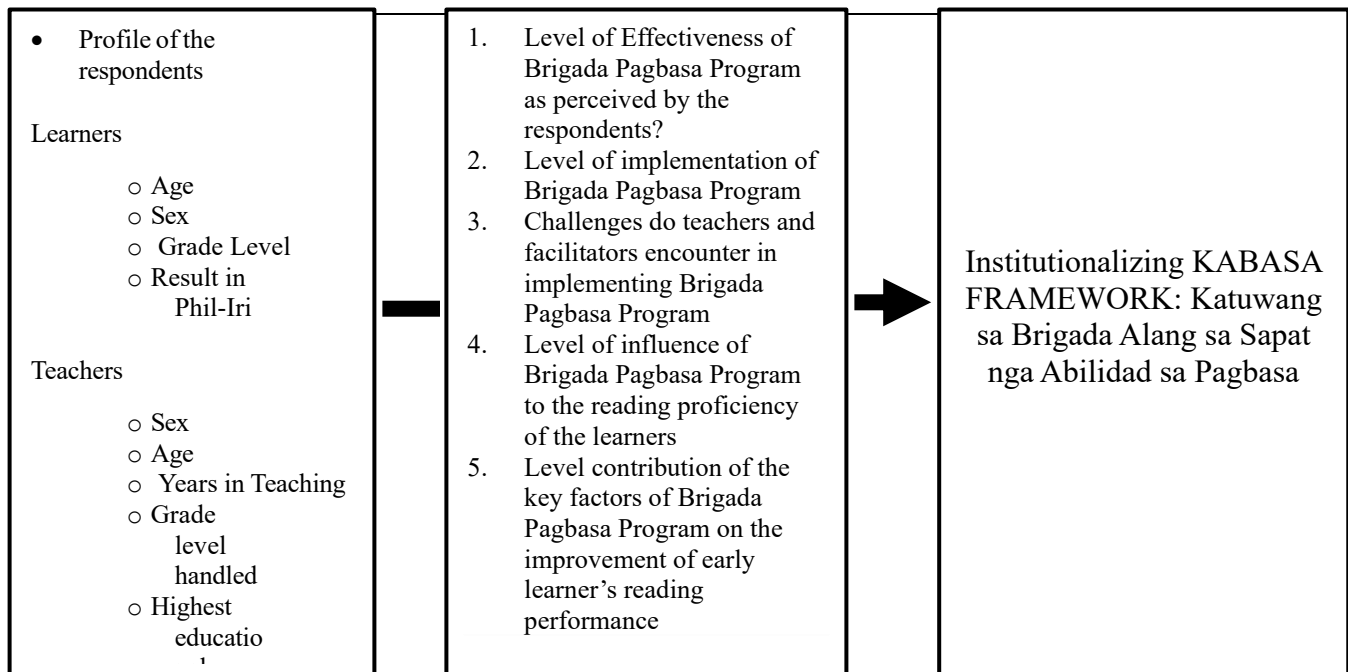


Figure 1. *Schematic Diagram of the Study*

The conceptual framework of this study explains how the success stories of the Brigada Pagbasa Program emerge from the interaction of DepEd policy directions, program implementation practices, and stakeholder engagement, ultimately contributing to improved literacy outcomes and informing potential policy enhancement. The study adopts a quantitative-descriptive approach, focusing on how community-based literacy interventions function within actual school settings and how these lived experiences can be translated into evidence-based program improvement.

The first component of the framework is grounded in key DepEd policy issuances, namely DepEd Order No. 43, s. 2013, DepEd Order No. 54, s. 2015, and DepEd Memorandum No. 177, s. 2018. These policies establish the operational foundation of Brigada Pagbasa by promoting community participation, volunteerism, and continuous monitoring and evaluation. They clearly define the roles of teachers, parents, local government units, and community stakeholders in supporting learners' literacy development. Collectively, these policy guidelines serve as the structural basis that directs program implementation and facilitates the emergence of success stories across different school contexts.

The second component reflects the implementation and experiential dimension of the program, which captures how Brigada Pagbasa is carried out in real school environments. This includes collaborative practices among stakeholders, instructional support provided to struggling readers, availability of learning

resources, and the extent of community engagement during implementation. It also considers the challenges encountered by teachers and facilitators, such as limited instructional materials, inconsistent volunteer participation, and time constraints. At the same time, this component reflects the perceived effectiveness of the program as experienced by implementers, highlighting how on-the-ground conditions influence the consistency and quality of literacy interventions.

The third component represents the output of the study, which is a proposed policy reform titled DepEd Order No. 1, s. 2025, “Institutionalizing Targeted Reading Interventions and Stakeholder Support Systems through Brigada Pagbasa 2.0.” This proposed policy is informed by the documented success stories, implementation experiences, and identified challenges of the program. It aims to strengthen existing literacy initiatives by formalizing effective practices, enhancing stakeholder coordination, and addressing gaps in implementation. In doing so, it translates field-based evidence into a structured policy direction that supports more sustainable and scalable literacy interventions.

Overall, the conceptual framework demonstrates that the success of Brigada Pagbasa is not an isolated outcome but the result of the dynamic interaction among policy direction, implementation realities, and stakeholder collaboration. These interconnected components highlight that effective literacy development depends on strong institutional support, active community participation, and responsive program execution. Through this framework, the study emphasizes that documenting success stories serves not only as recognition of effective practices but also as a critical foundation for policy refinement and long-term improvement of reading programs in schools.

## **METHODS**

### **Research Design**

This study employed a quantitative-descriptive research design to examine the implementation of the Brigada Pagbasa Program in selected public elementary schools in the Marihatag District, Schools Division of Surigao del Sur. The design was chosen to provide objective and measurable data regarding how the program is carried out and how it contributes to the improvement of learners’ reading skills. Specifically, it focused on reading accuracy, fluency, and comprehension, as well as the involvement of stakeholders such as teachers, parents, and community volunteers. The study also aimed to determine how the program supports both learners and teachers in the teaching and learning process.

### **Locale of the Study**

The study was conducted in selected public elementary schools in the Marihatag District, under the Schools Division of Surigao del Sur. These schools were chosen as the setting because they actively implement the Brigada Pagbasa Program and engage various stakeholders in literacy-related activities.

### **Respondents of the Study**

The respondents of the study consisted of teachers, parents, learners, and community volunteers who were directly involved in the implementation of the Brigada Pagbasa Program. They were selected because of their active participation and direct experience with the program, making them suitable sources of information regarding its implementation and effectiveness in improving learners’ reading skills and promoting community involvement.

### **Research Instrument**

The study used a researcher-made questionnaire as the primary data-gathering instrument. It was designed to gather information on program implementation, learner reading performance, and stakeholder participation. The questionnaire included both closed-ended and open-ended items to allow respondents to

provide structured as well as detailed responses. To ensure validity and reliability, the instrument was pilot tested among respondents with similar characteristics to the actual participants of the study. The results yielded a high Cronbach's Alpha coefficient, indicating strong internal consistency and reliability of the questionnaire.

### Data Gathering Procedure

The data were gathered through the distribution of questionnaires to the selected respondents. Prior to the actual data collection, permission was secured from the concerned school authorities. The respondents were oriented about the purpose of the study and were assured of the confidentiality of their responses. After retrieval, the completed questionnaires were checked, encoded, and prepared for statistical analysis.

### Statistical Treatment of Data

The data collected were analyzed using descriptive statistical tools such as frequency counts, percentages, and weighted mean. These statistical measures were used to organize, summarize, and interpret the responses of the participants. Frequency and percentage were used to describe the distribution of responses, while weighted mean was used to determine the level of program implementation and perceived effectiveness of the Brigada Pagbasa Program. The use of these statistical tools ensured that the findings were presented in an objective, clear, and systematic manner.

## RESULTS AND DISCUSSION

Table 1. *Profile of the Respondent*

<b>Learners</b>			
	Category	Frequency	Percentage
<b>Age</b>	6-8 years	80	37%
	9-11 years	134	61%
	12-15 years	5	2%
	<b>Total</b>	<b>219</b>	<b>100%</b>
<b>Sex</b>	Male	90	41%
	Female	120	55%
	Prefer not to say	9	4%
	<b>Total</b>	<b>219</b>	<b>100%</b>
<b>Grade Level</b>	Grade 1	36	16%
	Grade 2	26	12%
	Grade 3	37	17%
	Grade 4	42	19%
	Grade 5	35	16%
	Grade 6	43	20%
	<b>Total</b>	<b>219</b>	<b>100%</b>
<b>Result in Phil-Iji</b>	Non-Reader	20	9%
	Frustration	57	26%
	Instructional	78	36%
	Independent	64	29%
	<b>Total</b>	<b>219</b>	<b>100%</b>
<b>Teachers</b>			
	Category	Frequency	Percentage
<b>Age</b>	Below 25 years	1	6%
	25-34 years	5	28%
	35-44 years	7	39%
	45-54 years	4	22%
	55 years and above	1	6%
	<b>Total</b>	<b>18</b>	<b>100%</b>
<b>Position</b>	Teacher 1	8	44%
	Teacher 2	4	22%
	Teacher 3	5	28%
	Master Teacher	1	6%
	<b>Total</b>	<b>18</b>	<b>100%</b>
<b>Educational Qualification</b>	Bachelor's Degree	5	28%
	Master's (Unit)	7	39%
	Masters (Complete)	5	28%
	Doctorate (Unit)	1	6%
	<b>Total</b>	<b>18</b>	<b>100%</b>
<b>Length of Service</b>	Less than 3 years	1	6%
	3-5 years	5	28%
	6-10 years	3	17%
	11-15 years	3	17%
	Beyond 15 years	6	33%
	<b>Total</b>	<b>18</b>	<b>100%</b>
<b>Number of Trainings</b>	1-5 trainings	3	17%
	6-10 trainings	5	28%
	11-15 trainings	4	22%
	15 above trainings	6	33%
	<b>Total</b>	<b>18</b>	<b>100%</b>

The demographic profile of the learner respondents shows that most of them belong to the appropriate age group for primary education. A total of 61% are aged between 9 and 11 years old, indicating that the majority are within the expected developmental stage for acquiring foundational literacy skills. This makes them suitable recipients of structured reading interventions such as the Brigada Pagbasa Program. However, a small portion (2%) are aged 12 to 15 years old. This suggests the presence of overage learners, which may be attributed to factors such as absenteeism, socio-economic challenges, or prior difficulties in literacy development. Their presence highlights the need for inclusive and differentiated reading support within the program.

In terms of gender distribution, female learners comprise the majority at 55%, indicating slightly higher participation in reading-related activities compared to their male counterparts. A small percentage of respondents also chose not to disclose their gender. Regarding grade level, Grade 6 recorded the highest representation at 20%, emphasizing the importance of assessing literacy outcomes at the end of the elementary level before learners transition to secondary education. On the other hand, Grade 2 had the lowest representation at 12%, suggesting the need for stronger reading engagement and early intervention in the lower grades.

Based on the Phil-IRI assessment, 36% of learners were classified under the instructional level. This indicates that a considerable number of learners still require teacher assistance in understanding reading materials, as they have not yet fully developed independent comprehension skills.

Meanwhile, 9% of the learners were identified as non-readers. This group represents learners who are still at the most basic stage of reading development and require urgent, focused, and intensive intervention to avoid further academic delays. Overall, the results suggest that while the current reading interventions are helping many learners progress, there is still a clear need to strengthen targeted remediation strategies, especially for learners who are struggling with foundational reading skills.

The teacher respondents are largely composed of mid-career professionals. Most are aged between 35 and 44 years old (39%), reflecting a stable and relatively experienced teaching workforce involved in the implementation of the Brigada Pagbasa Program. In terms of position, the majority are Teacher I (44%), indicating that entry-level teachers play a major role in delivering literacy instruction and implementing reading interventions in schools. Regarding educational attainment, 39% of the teachers have earned units in a master's degree program. This reflects their active engagement in professional growth, although only a small proportion have reached doctorate-level units (6%).

In terms of teaching experience, 33% of the respondents have more than 15 years of experience, showing a strong foundation of seasoned educators within the program. Similarly, 33% have attended more than 15 training programs, indicating consistent participation in professional development activities. Overall, the profile of the teachers shows a combination of experienced and continuously developing educators. This blend supports the effective implementation of literacy programs, as it reflects both practical classroom experience and ongoing professional growth that contribute to improving learners' reading outcomes.

*Table 2. Level of Influence of Brigada Pagbasa Program on the Reading Proficiency of the Learners*

Indicators	Mean	Adjectival Rating
Reading Fluency	4.389	Highly Influenced
Reading Accuracy	4.233	Highly Influenced
Reading Comprehension	4.511	Highly Influenced
Over-all Mean	4.378	Highly Influenced

Table 2 presents the learners' assessment of the Brigada Pagbasa Program's impact on their reading proficiency in terms of reading fluency, accuracy, and comprehension. Overall, the results indicate a consistently high level of influence across all indicators, with an overall mean of 4.318 interpreted as "Highly Influenced." This suggests that the program is effective in enhancing learners' literacy skills through structured and learner-centered interventions. The close range of mean scores further implies that

the program supports a balanced development of reading skills, addressing not only decoding but also understanding and interpretation of texts.

Among the indicators, Reading Accuracy obtained the highest mean score of 4.389, indicating that learners experienced the greatest improvement in word recognition, pronunciation, and decoding skills. This outcome may be attributed to the program’s emphasis on phonics-based instruction, repeated reading exercises, and guided one-on-one support from teachers and volunteers. These structured interventions likely helped learners strengthen foundational reading skills, allowing them to decode unfamiliar words with greater confidence and precision. In contrast, Reading Fluency received the lowest mean score of 4.253, although still interpreted as “Highly Influenced.” This suggests that while learners are progressing, developing smooth, expressive, and appropriately paced reading remains a challenge, possibly due to limited opportunities for sustained oral reading practice and feedback. This highlights the need to further strengthen fluency-focused strategies such as repeated reading, paired reading, and guided oral reading sessions.

Overall, the findings imply that the Brigada Pagbasa Program is highly effective in improving learners’ reading proficiency, particularly in foundational skills such as accuracy and comprehension, while fluency still requires further enhancement. The results reflect the program’s strong implementation of targeted literacy interventions supported by community involvement and guided instruction. As supported by Ganimian and Murnane (2019), structured and context-based reading programs that actively engage learners tend to produce stronger literacy outcomes. Thus, while the program demonstrates strong overall effectiveness, strengthening fluency-building activities can further enhance its impact and ensure more balanced reading development among learners.

*Table 3. Level of Contribution of the Key Factors of Brigada Pagbasa Program to the Improvement of Early Learner’s Reading Performance*

Indicators	Mean	Adjectival Rating
Frequency of reading sessions	3.933	High Contribution
Quality reading materials	3.944	High Contribution
Involvement of volunteers	3.467	High Contribution
Support and Training for facilitators	3.200	High Contribution
Over-all Mean	3.636	High Contribution

The data in Table 3 presents the level of contribution of selected key factors of the Brigada Pagbasa Program to the improvement of early learners’ reading performance, as perceived by the respondents. With an overall mean of 3.636, the findings indicate that the program’s components were generally viewed to have a high contribution to learners’ reading development. This suggests that stakeholders see value in the multi-faceted approach of the program, combining regular sessions, quality resources, community volunteers, and support mechanisms for facilitators. It reflects that the collaborative model adopted by Brigada Pagbasa creates an enabling environment for foundational literacy to grow.

Among the components, Quality Reading Materials recorded the highest contribution with a mean of 3.944, underscoring the crucial role of well-crafted and age-appropriate reading materials in fostering learners’ reading abilities. Respondents likely recognized that such materials sustain learner interest, facilitate structured learning progression, and support vocabulary and comprehension development. Engaging content likely enhanced learners’ reading motivation, particularly at early stages. This finding suggests the effectiveness of providing tangible, learner-centered resources as the foundation of literacy instruction.

In contrast, Support and Training for Facilitators received the lowest mean score of 3.200, indicating only a “With Contribution” rating. While this still reflects a positive influence, it highlights a comparative gap in the professional readiness or continuous capacity-building of program facilitators. Many facilitators are community volunteers, and without consistent training or instructional guidance, their ability

to deliver targeted reading support may be limited. This result implies that while materials and structure are robust, human resource development within the program requires further enhancement to ensure long-term sustainability and effectiveness of literacy interventions.

Despite the disparity in individual contributions, the overall “High Contribution” rating suggests that the Brigada Pagbasa Program is significantly impacting early reading performance. However, to fully optimize this impact, attention must be directed toward strengthening the training and mentoring systems for facilitators. As Kim et al. (2021) indicated, the synergy between high-quality resources and well-prepared facilitators leads to more effective instruction, particularly in low-resource or volunteer-driven settings. Similarly, Solari et al. (2020) emphasized the significance of structured support systems, including regular capacity-building, in ensuring that facilitators can meet the diverse literacy needs of early readers. Therefore, reinforcing facilitator development alongside sustained resource provision is essential in addressing remaining gaps and ensuring the program’s long-term success.

Table 4. *Level of effectiveness of Brigada Pagbasa Program as Perceived by the Repondents*

Indicators	Mean	Adjectival Rating
The availability of resources (materials, books, etc.) and facilities (space) were sufficient to support the Brigada Pagbasa Program effectively.	3.610	Effective
The teachers were well-prepared to carry out the Brigada Pagbasa Program and effectively differentiated instruction to meet the needs of diverse learners.	3.280	Moderately Effective
The parental involvement and support from the local government were adequate and contributed positively to the success of the program.	4.280	Very Effective
The students participated consistently in reading sessions, and enough times was allocated within the classroom schedule for these sessions.	3.720	Effective
The language and difficulty level of reading materials were appropriate for all students, and the number of reading sessions was sufficient to achieve the desired outcomes.	3.440	Effective
<b>Over-all Mean</b>	<b>3.666</b>	<b>Effective</b>

The findings indicated that respondents generally perceived the Brigada Pagbasa Program as effective in achieving its objectives across diverse operational areas. These areas encompass resource availability, learner engagement, local stakeholder support, and the utilization of age-appropriate reading materials. The consistent positive ratings across these indicators suggest a clear recognition of the program’s value in fostering reading development among learners. Stakeholders acknowledge that the program has progressed beyond its pilot-level implementation and is significantly contributing to classroom literacy practices.

Among the indicators, parental involvement and local government support received the highest rating of 4.280, categorized as Very Effective. This indicates a strong consensus that external collaboration substantially contributes to the program’s success. Active engagement from parents and local authorities provides essential resources, moral encouragement, and a shared responsibility, reinforcing the home-school connection. Their involvement creates a supportive learning environment that encourages students to actively participate and regularly engage in reading activities.

In contrast, teacher preparedness and differentiated instruction received the lowest rating of 3.280, classified as Moderately Effective. This rating raises concerns regarding the readiness of educators to

address the diverse learning needs of students. Inadequate training and limited access to instructional development opportunities directly impact the effectiveness of teachers in tailoring reading instruction. Without the necessary pedagogical strategies and confidence to adjust their teaching, facilitators encounter challenges in maximizing learning outcomes, particularly for students with varying literacy levels or learning difficulties.

Despite this concern, the overall mean score of 3.666 falls under the Effective category, indicating that the Brigada Pagbasa Program is perceived to be fulfilling its objectives in enhancing reading proficiency. It demonstrates robust foundational implementation supported by community engagement, suitable learning materials, and structured reading sessions. However, the relatively lower rating in instructional preparedness highlights the necessity of strengthened teacher training and development programs. As Rice (2024) underscored, sustained professional development in reading comprehension improves teachers' instructional practices and contributes to improved student learning outcomes. This reinforces the notion that the long-term success of literacy interventions relies not only on community support and materials but also on the competencies of facilitators to address the diverse learning needs of learners. Enhancing the capacity of teachers will further strengthen the program's impact and sustainability.

*Table 5. The Level of Implementation of Brigada Pagbasa Program*

Indicators	Mean	Adjectival Rating
Planning	3.833	Highly Implemented
Implementation	3.533	Highly Implemented
Resource Allocation	2.389	Slightly Implemented
Monitoring & Evaluation	3.644	Highly Implemented
Parental Involvement	2.656	Moderately Implemented
Over-all Mean	3.211	Moderately Implemented

The findings indicated that respondents generally perceived the implementation of the Brigada Pagbasa Program as moderately accomplished across several critical areas. These encompass planning, execution, monitoring, resource support, and stakeholder engagement. While certain components were acknowledged to be functioning effectively, particularly during the initial stages of program organization and internal evaluation, others exhibited weaker performance—notably in resource provision and parental participation. The overall perception suggests that the foundational systems to support Brigada Pagbasa are present, yet comprehensive and consistent implementation remains an ongoing challenge that necessitates targeted support and intervention.

Among the indicators, planning emerged with the highest mean rating of 3.833, categorized as Highly Implemented. This indicates that schools are taking deliberate actions to organize, structure, and align Brigada Pagbasa activities prior to execution. Effective planning contributes to establishing clear objectives, assigning roles, and preparing schedules and materials—ensuring that all stakeholders are aligned. When schools establish a robust plan, they are better positioned to anticipate challenges, distribute tasks, and maintain momentum throughout the program cycle. This robust planning foundation demonstrates the institutional commitment to sustaining literacy initiatives.

In contrast, resource allocation received the lowest mean score of 2.389, indicating that it is slightly implemented. This underscores a critical issue regarding the accessibility and distribution of learning materials, reading spaces, and logistical support. Without adequate resources, even the most meticulously planned initiatives risk diminishing their effectiveness and reach. When learners lack access to engaging books or facilitators work without proper materials, literacy sessions become limited in impact. This finding emphasized the necessity of increased budgetary support, donation drives, or partnerships to address material shortages and ensure that all learners can fully benefit from the program.

Despite strong marks in planning and monitoring, the overall mean score of 3.211, interpreted as moderately implemented, suggests that the program's potential has not yet been fully realized. This average reflects a combination of promising structures with some persistent gaps in execution, particularly in resource and parental support. As Gillon (2024) underscored in a large-scale early literacy implementation study, effective literacy interventions require appropriate resourcing, meticulous planning, and engagement with educators and communities to ensure sustained impact. Bridging these gaps—especially in logistical support and stakeholder engagement—will be crucial to elevate the Brigada Pagbasa Program from a promising initiative to a deeply embedded and sustained literacy movement within schools.

Table 6. *Challenges Encountered in Implementing the Brigada Pagbasa Program*

Indicators	Mean	Adjectival Rating
Resource Availability	2.811	Moderately Challenging
Teacher Preparedness	3.456	Challenging
Parental Involvement	2.500	Slightly Challenging
Over-all Mean	2.192	Slightly Challenging

The findings presented in Table 6 offer a comprehensive analysis of the challenges encountered during the implementation of the Brigada Pagbasa Program. These challenges are categorized into three fundamental dimensions: resource availability, teacher preparedness, and parental involvement. A thorough understanding of these concerns is paramount in identifying the areas that impede the program's full and efficient operation. The varying degrees of difficulty perceived by respondents provide a holistic perspective of both strengths and vulnerabilities within the program. While certain components appear manageable, others manifest persistent obstacles that necessitate systemic and community-driven solutions to preserve the program's sustainability and responsiveness to learners' requirements.

Among the three indicators, teacher preparedness garnered the highest mean score of 3.456, falling under the Challenging category. This indicates that respondents perceive teaching personnel as encountering significant, yet not insurmountable, difficulties in implementing Brigada Pagbasa. While numerous educators have successfully facilitated reading sessions and adapted to student learning needs, the challenge likely stems from gaps in pedagogical training or insufficient exposure to differentiated instruction methodologies. Effective facilitation of literacy programs demands more than mere willingness; it necessitates continuous upskilling and mentoring to enhance instructional delivery. Without consistent capacity-building, teacher confidence and efficiency may decline, particularly when working with challenging or diverse learners.

In contrast, parental involvement registered the lowest mean rating of 2.500, categorized as Slightly Challenging. This indicates a significant concern regarding the lack of consistent family engagement in reading support initiatives. The low participation may be attributed to factors such as limited parental awareness, competing household responsibilities, or a lack of access to school-led literacy activities. When parents are not active partners in the reading journey, children may lack reinforcement at home, weakening the continuity of learning outside the classroom. Strengthening communication between schools and families and promoting community literacy awareness are essential to encourage more robust parental participation in Brigada Pagbasa.

Despite moderate teacher preparation and some level of resource availability, the overall mean score of 2.192, rated as Slightly Challenging, reflects the respondents' view that the Brigada Pagbasa Program, while functional, still encounters barriers that prevent its full potential. The perceived challenges—particularly in ensuring adequate resources and family engagement—highlight the need for more comprehensive support structures and partnerships. As Idulog (2023) found in a study examining Filipino students' reading abilities, limited instructional resources, socioeconomic constraints, and uneven community support continue to impede literacy development, underscoring the importance of sustained

institutional readiness and collaborative efforts to strengthen grassroots literacy initiatives. Addressing these challenges requires strategic efforts such as improving resource mobilization, intensifying training for facilitators, and deepening school-community partnerships to ensure the holistic development of early readers.

## CONCLUSION

The findings of this study on the success stories of the Brigada Pagbasa Program in elementary schools in the Marihatag District show that its positive outcomes are shaped by both how the program is implemented and the conditions present within schools. While the program is generally regarded as effective in improving learners' reading comprehension and accuracy, the results also indicate that its success depends greatly on key supporting factors such as the availability of learning resources, teacher preparedness, and the active involvement of parents and community stakeholders. These elements significantly influence how and why success stories are achieved across different schools.

The data also reveal that these success stories are not experienced equally by all learners and grade levels. Many learners demonstrate clear improvement in decoding skills and reading comprehension, showing that the program is making a real impact. However, some overage learners and non-readers continue to struggle with basic literacy skills, which suggests that they require more targeted and sustained intervention. In addition, schools with stronger teacher training programs and more active stakeholder participation tend to achieve better outcomes, highlighting that success is closely tied to the level of support systems in place rather than effort alone.

Overall, the combination of quantitative results and stakeholder experiences suggests a consistent pattern: the Brigada Pagbasa Program in Marihatag District is effective and meaningful, but its impact is uneven due to differences in implementation conditions. The success stories documented in this study reflect the collaborative efforts of teachers, learners, parents, and community volunteers. However, these gains are still dependent on continued support, adequate resources, and sustained institutional commitment. In response to these findings, there is a clear need to strengthen and institutionalize the gains of the program through a more organized and sustainable approach. The proposed Institutionalizing KABASA Framework: Katuwang sa Brigada Alang sa Sapat nga Abilidad sa Pagbasa is designed to build on these success stories by improving collaboration among stakeholders, enhancing teacher capacity, and ensuring consistent access to reading materials. Ultimately, this framework aims to sustain and expand the positive outcomes of Brigada Pagbasa across all elementary schools in the Marihatag District, ensuring that successful practices are not only documented but also continuously improved and fully institutionalized.

## References

- Alvarado, L., Perez, M., & Thompson, J. (2020). Community-based literacy interventions and reading comprehension development in underserved learners. *Journal of Educational Research and Practice*, 10(2), 45–60.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1–26. <https://doi.org/10.1146/annurev.psych.52.1.1>
- Baye, A., Lake, C., & Slavin, R. E. (2019). Effective reading programs for struggling readers: A best-evidence synthesis. *Reading Research Quarterly*, 54(1), 1–26. <https://doi.org/10.1002/rrq.225>
- Baye, A., Slavin, R. E., & Haslam, J. (2019). Effective reading interventions for struggling readers. *Educational Psychology Review*, 31(3), 457–479. <https://doi.org/10.1007/s10648-019-09483-7>
- Bronfenbrenner, U. (2023). Ecological systems theory in education: Contemporary applications. *Developmental Psychology Review*.

- Ganimian, A. J., & Murnane, R. J. (2019). Improving education in developing countries. *Annual Review of Economics*, 11, 51–75. <https://doi.org/10.1146/annurev-economics-080218-030236>
- Gillon, G. T. (2024). Early literacy interventions and implementation fidelity in schools. *Reading Research Quarterly*.
- Idulog, M. (2023). Barriers to reading proficiency among Filipino learners. *Asian Journal of Education and Development Studies*.
- Jeynes, W. H. (2022). A meta-analysis of parental involvement effects on student academic achievement. *Urban Education*, 57(1), 3–34. <https://doi.org/10.1177/00420859211003735>
- Jeynes, W. H. (2022). A meta-analysis on parental involvement and student achievement. *Urban Education*, 57(2), 123–145. <https://doi.org/10.1177/00420859211056789>
- Kim, J. S., Cho, Y., & Park, J. (2021). Effects of reading interventions on early literacy outcomes. *Reading and Writing*, 34(5), 1201–1225. <https://doi.org/10.1007/s11145-020-10123-4>
- Kim, S., Lee, J., & Park, H. (2021). Teacher training and literacy outcomes in low-resource settings. *Teaching and Teacher Education*, 105, 103–115. <https://doi.org/10.1016/j.tate.2021.103115>
- Mercer, N. (2023). Sociocultural theory and classroom dialogue. *International Journal of Educational Research*, 117, 102–110. <https://doi.org/10.1016/j.ijer.2023.102110>
- Neal, J. W., & Neal, Z. P. (2022). Nested ecological systems theory in education. *Educational Psychologist*, 57(4), 230–245. <https://doi.org/10.1080/00461520.2022.2041234>
- Rice, J. K. (2024). Teacher professional development and reading comprehension outcomes. *Teaching and Teacher Education*, 128, 104–118. <https://doi.org/10.1016/j.tate.2023.104118>
- Redding, S., Murphy, J., & Sheley, P. (2021). Family-school-community partnerships for student achievement. *School Community Journal*, 31(1), 9–32. <https://doi.org/10.1007/s40688-021-00345-6>
- Redding, S., et al. (2021). Family engagement and student literacy outcomes. *Review of Educational Research*, 91(2), 1–35. <https://doi.org/10.3102/0034654321997918>
- Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, 60, 101832. <https://doi.org/10.1016/j.cedpsych.2019.101832>
- Solari, E. J., Denton, C. A., & Haring, C. D. (2020). Supporting early literacy instruction in classrooms. *Journal of Learning Disabilities*, 53(4), 245–258. <https://doi.org/10.1177/0022219420907098>
- UNESCO. (2023). *Global education monitoring report: Literacy foundations*. <https://doi.org/10.54676/UNESCO2023GEM>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.