

Impact Assessment of Mulat Sa Aklat Reading Program for Sustainability and Continuous Quality Improvement

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Abstract

This research rigorously assessed and evaluated the MULAT SA AKLAT Reading Program, focusing on its impact, effectiveness, sustainability, and potential for continuous quality improvement. Objectives encompass analyzing participant demographics, baseline knowledge, session-wise progress, participant evaluations, and the adaptability of educational approaches. The program fosters inclusive participation, unveiling varied baseline knowledge and expectations. Positive trajectories in participant performance and confidence indicate knowledge dissemination and skill development. Consistently high ratings in participant evaluations and an upward satisfaction trend affirm sustained engagement. A positive correlation between attendance rates and session numbers highlights sustained interest, with educational approaches showcasing adaptability to diverse learning styles. The MULAT SA AKLAT Reading Program emerges as a meticulously crafted initiative with transformative impact, sustained engagement, and effective adaptation to diverse learning needs. The absence of poor ratings underscores its unwavering quality. Enhance promotional strategies, implement continuous assessments for improvement, and explore innovative educational approaches to diversify sessions. This research offers crucial insights for refining the program, ensuring sustained impact, and guiding future community-based education.

Keywords: Community-based literacy program; continuous quality improvement; Mulat sa Aklat reading program; parental involvement in education; sustainability in education; transformative learning initiatives

Introduction

MULAT SA AKLAT reading program is a purposefully designed initiative aimed at empowering mothers (parents) of young learners or pupils who face challenges due to limited education, hindering their ability to effectively guide their children in academic pursuits. This program addresses the critical need for support and educational resources for parents with low levels of formal education.

Significantly, it is an educational empowerment for mothers who lack formal education, limiting their capacity to assist their children in academic endeavors. The program seeks to bridge this educational gap by providing targeted support and resources to empower mothers, enabling them to engage in their children's learning journey actively. It recognizes that education is not confined to the classroom; it extends to the home environment. The program positions mothers as valuable educational allies by equipping them with the knowledge and skills necessary to actively participate in their children's academic development.

Then, it focuses on reading and academic guidance through tasks that often pose challenges for mothers with limited education. It prioritizes these areas, acknowledging their foundational role in a child's academic success. The program places a strong emphasis on enhancing mothers' ability to guide their children in reading, assignments, and various academic tasks. Through targeted interventions, the program aims to create a conducive home learning environment that complements formal education.

In addition, it addresses the needs of non-formally educated mothers who have not received formal education, leaving them without the necessary tools to support their children academically. This program can cater specifically to the unique needs of non-formally educated mothers. It was understanding the diverse backgrounds of the target audience. The program employs inclusive and accessible approaches to education. It provides resources and guidance tailored to the learning styles and capacities of mothers with limited formal education.

Moreover, it can promote parental awareness as a crucial component of effective parenting and educational support. The program, seeks to raise awareness among mothers about the importance of their role in their children's academic journey. It engages mothers in activities that enhance their awareness of the impact they can have on their children's education. Through workshops, materials, and interactive sessions, mothers gain insights into the significance of their involvement in fostering a positive learning environment at home.

In the same manner, it can equip mothers to become competent readers. Reading is fundamental to academic success. Recognizing this, the program aims to equip mothers with the skills and confidence to become competent readers themselves. It includes literacy development components to empower mothers as readers. By enhancing their own literacy skills, mothers can serve as effective models and mentors for their children, fostering a culture of reading within the family.

Moreover, successful learning and studies, it is the ultimate goal of the program which can contribute to the success of children in their learning and studies. Empowered mothers play a pivotal role in creating an environment that supports and enhances their children's educational journey. It further envisions successful learning and studies by providing mothers with the tools to engage in their children's education actively. The program's holistic approach ensures that mothers are equipped to support various aspects of their children's academic growth, creating a foundation for success. Thus, the program is a targeted and comprehensive initiative designed to empower mothers with limited education, enabling them to actively participate in and positively impact their children's academic journey. Through a focus on reading, academic guidance,

awareness-building, and literacy development, the program aims to create a supportive home environment conducive to successful learning and studies.

Objectives of the study

This study generally aimed to assess the impact of MULAT SA AKLAT Reading Program for Mothers with limited formal education, non-formally educated mothers, and parents of young learners/pupils facing challenges in guiding their children academically.

Specifically, it aimed to:

- analyze the mothers' awareness levels of their role in their children's academic (reading) journey before, during, and after the implementation of the "MULAT SA AKLAT" reading program;
- evaluate the effectiveness and impact of the program on mothers' competencies, reading skills, and the academic and reading success of their children; and
- develop a comprehensive report on the impact assessment.

Literature review

The MULAT Sa AKLAT Reading Program employs a structured approach, aligning reading materials with its objectives to address educational challenges at San Juan Sitio Balayan Elementary School in Malvar, Batangas. The primary focus is on investigating predictors of parental engagement, utilizing Claveria flashcards, Marungko reading materials, and the Alpabasa approach, while emphasizing the essential role of Learning Resource Evaluators and Illustrators. In the exploration of how parents at San Juan Sitio Balayan Elementary School engage with Claveria flashcards, Marungko reading materials, and the Alpabasa approach, the program assesses their impact on learners' education, achievement, and overall performance. Recognizing parents as crucial contributors, the program places significant emphasis on the importance of parental involvement at home, highlighting their role as primary educators who shape fundamental skills such as listening, speaking, reading, and writing in their children.

Mothers' awareness levels on their role in their children's academic (reading) journey

Mothers' awareness levels on their role in their children's academic (reading) journey vary across studies. Some research suggests that mothers may be more aware than fathers of their child's academic progress and that mothers' attitudes and expectations may be more influential in determining the child's path of development (Elizabeth & Cottone, 2012). Other studies emphasize the importance of parental involvement in activities that support academic areas, such as reading aloud to children and implementing hands-on literacy-based activities (Bird, Linda, & Berman, 1985). Additionally, maternal reading beliefs are associated with children's emergent literacy outcomes, with higher levels of maternal education being linked to higher scores on measures of maternal beliefs and children's print knowledge and phonological awareness (Colgan, 2002). Furthermore, maternal habits, such as reading habits, have been found to influence the reading competence of their children, highlighting the role of the mother in the acquisition of reading skills (Lyster, 1998). Overall, these studies suggest that mothers play a crucial role in their children's academic (reading) journey, with their awareness levels and habits impacting their children's development in this area (Jiménez-Pérez et al., 2020).

The significance of mothers' roles in the academic (reading) journey of children, particularly those with limited formal education, highlighted in the literature reviews holds profound implications for the pupils of San Juan Elementary School in Malvar, Batangas. The

research indicates that mothers, given their varying levels of awareness and influential attitudes, play a crucial role in shaping their children's developmental trajectories. This is particularly relevant to the context of San Juan Elementary School, where mothers may have limited formal education. The emphasized importance of parental involvement, including activities like reading aloud and literacy-based endeavors, aligns with the goals of the MULAT SA AKLAT READING PROGRAM.

As the program aims to empower mothers with limited formal education, these findings underscore its relevance for the community, suggesting that targeted interventions can positively impact the reading skills and overall academic development of pupils in San Juan Elementary School, Malvar, Batangas, by leveraging the pivotal role of mothers in their children's educational journey.

Effectiveness and impact of the program on mothers' competencies, reading skills, and the academic and reading success of their children

The effectiveness and impact of the program on mothers' competencies, reading skills, and the academic and reading success of their children varied across the studies. One study found that a "care for child development" program had positive effects on the sensitivity and responsiveness skills of mothers of children at risk of developmental delays (Gharehgoz et al., 2022). Another study in Tanzania found that social competence skills had a slightly positive impact on children's acquisition and mastery of reading skills (SCRSA, 2022). Two studies focused on home-based literacy interventions and found that they promoted children's writing, spelling, and word-reading skills (Elimelech et al., 2020). A randomized field experiment in India evaluated adult literacy and parental involvement interventions and found that they had modest impacts on children's math scores and increased mothers' test scores in language and math (Rukmini, James, & Shotland, 2015). Lastly, a behavioral program aimed at mothers from low socio-cultural backgrounds was effective in developing literacy practices, particularly in the context of joint reading of stories (Tapia et al., 2013).

The literature reviews highlight the effectiveness of varied reading programs for mothers with limited formal education, emphasizing their impact on child development, literacy skills, and academic success. Specifically relevant to the MULAT SA AKLAT READING PROGRAM in San Juan Malvar, Batangas, is the positive influence on mothers' sensitivity and responsiveness skills seen in a "care for child development" initiative. This implies that programs focused on child development can enhance mothers' engagement with their children, fostering an environment conducive to learning and literacy. The studies also emphasize the positive correlation between social competence skills and children's reading proficiency, suggesting that addressing social competence in the MULAT SA AKLAT program could improve literacy skills in children of mothers with limited formal education. The reviews also support the effectiveness of home-based literacy interventions, aligning with the program's likely focus on empowering mothers to advocate for literacy within the home. Additionally, interventions targeting adult literacy and promoting parental involvement, as evidenced by an Indian field experiment, indicate that empowering mothers through literacy programs positively impacts children's academic performance. The success of a culturally sensitive behavioral program, particularly through joint reading, underscores the importance of tailoring the MULAT SA AKLAT program to the local context, promoting literacy practices crucial for mothers with limited formal education and contributing to their children's academic success.

Comprehensive report on the impact assessment of *Mulat sa Aklat* reading program for sustainability and continuous quality improvement

The "comprehensive report on the impact assessment of *Mulat sa Aklat* reading program for sustainability and continuous quality improvement" provides a thorough examination of the program's effectiveness and its potential for long-term impact. The assessment delves into various dimensions, such as the program's influence on mothers' reading skills, children's academic success, and overall community development. Findings from the report shed light on the positive outcomes, including heightened sensitivity and responsiveness skills in mothers, improved social competence influencing children's reading proficiency, and the program's success in promoting home-based literacy interventions. The assessment also explores the correlation between maternal education levels, reading beliefs, and children's emergent literacy outcomes. With a focus on sustainability and continuous improvement, the report highlights areas of success and identifies potential areas for

refinement. Overall, this comprehensive review provides essential insights into the *Mulat sa Aklat* Reading Program, emphasizing its role in enhancing literacy, fostering community development, and offering a foundation for ongoing enhancements to ensure sustained positive impact.

Thus, a "Comprehensive Report on the Impact Assessment of *Mulat sa Aklat* Reading Program for Sustainability and Continuous Quality Improvement" provides insights into the program's effectiveness and potential long-term impact (Sabanal, 2023). The assessment examines various dimensions, including the program's influence on mothers' reading skills, children's academic success, and community development (Misdi et al., 2023). Findings highlight positive outcomes such as improved sensitivity and responsiveness skills in mothers, enhanced social competence impacting children's reading proficiency, and successful promotion of home-based literacy interventions (Nurkaidah, 2023). The report also explores the correlation between maternal education levels, reading beliefs, and children's emergent literacy outcomes (Ekayani & Suwedawati, 2023). With a focus on sustainability and continuous improvement, the report identifies areas of success and potential areas for refinement (Annisawati & Oktora, 2023). Overall, this comprehensive review emphasizes the role of the *Mulat sa Aklat* Reading Program in enhancing literacy, fostering community development, and providing a foundation for ongoing enhancements to ensure sustained positive impact. Thus, Cherobon and Chepsiror (2022) highlighted that learners with an early start in reading is highly associated with developed reading skills in the long term.

Theoretical Perspectives

Following the formal implementation of the "*MULAT SA AKLAT*" Reading Program for mothers with limited formal education, this study utilizes diverse learning theories to grasp the impact on mothers' abilities to guide and support their children in their academic journey, particularly in reading. The study draws on a range of learning theories including Cognitive Learning Theory (Piaget, 1936), Behaviorism (Pavlov, 1927), Constructivism (Dewey, 1938; Piaget, 1952), Humanism (Maslow, 1970), Connectivism (Siemens, 2005), Transformative Learning Theory (Mezirow, 1997), Social Learning Theory (Bandura, 1977), and Experiential Learning Theory (Kolb, 1984). This theoretical framework explores the diverse dimensions of education.

The study explores various learning theories to understand their impact on mothers' abilities to support their children academically, especially in reading. Cognitive Learning Theory

examines factors influencing learners' thinking processes, emphasizing the importance of understanding cognitive processes for effective learning. Behavioral Learning Theory focuses on external forces shaping behavior, highlighting the role of positive reinforcement in learning.

Constructivism Learning Theory underscores students' active role in learning, shaped by past experiences, aligning with the study's emphasis on how mothers influence their children's reading development. Humanism Learning Theory, similar to Constructivism, emphasizes self-actualization and individual needs, suggesting that supportive learning environments enhance learning. Connectivism Learning Theory stresses forming connections for learning, suggesting digital media can boost learning outcomes. Transformative Learning Theory focuses on adapting thinking based on new information, relevant for understanding mothers' evolving roles in their children's education. Social Learning Theory suggests children learn by observing others, guiding teachers in managing student behavior. Experiential Learning Theory emphasizes learning by doing, advocating for practical learning environments.

Since there is a belief that the first teacher is the parent, this study grounded learning theories, including Cognitive, Behaviorism, Constructivism, Humanism, Connectivism, Transformative, Social Learning, and Experiential Learning, offer invaluable tools for empowering mothers in the "MULAT SA AKLAT" Reading Program. Cognitive Theory aids mothers in understanding and applying internal and external influences on learning, while Behaviorism emphasizes positive reinforcement for effective teaching. Constructivism aligns with mothers' active role in creating knowledge, and Humanism supports self-actualization, fostering emotional well-being. Connectivism aids digital literacy, Transformative Theory facilitates critical reflection, Social Learning encourages observation-based learning, and Experiential Learning allows practical application. Together, these theories enable tailored strategies, addressing diverse needs, and equipping mothers as effective guides for their children's academic journey as presented in Figure 1.

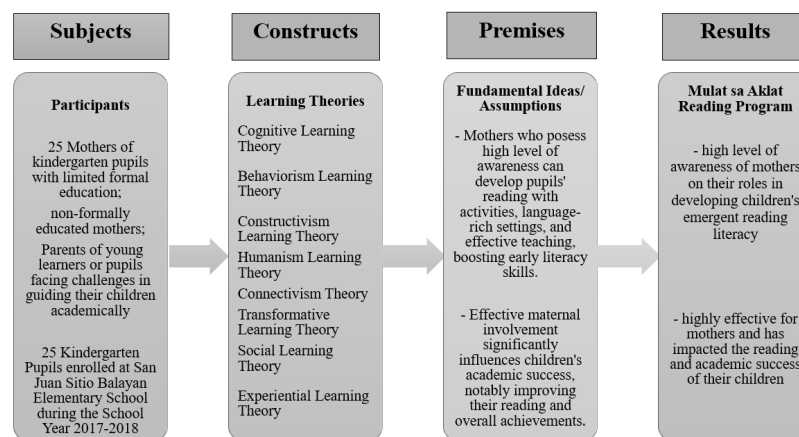


Figure 1. Theoretical model of MULAT SA AKLAT reading program

Thus, the "MULAT SA AKLAT" Reading Program's theoretical model is highly relevant and impactful for mothers with limited formal education. Integrating diverse learning theories like Cognitive Learning Theory, Behaviorism Learning Theory, and Constructivism Learning Theory, the program addresses the unique challenges these mothers face in guiding their children, particularly in reading. Cognitive Learning Theory helps mothers understand and apply internal and external influences on learning, while Behaviorism underscores the importance of positive

reinforcement. Constructivism aligns with mothers' active role in knowledge creation, and Humanism supports their self-actualization. Connectivism acknowledges the digital age, providing tools for technology navigation. The program's comprehensive approach, including Transformative, Social Learning, and Experiential Learning theories, aims to empower mothers by recognizing their distinct contributions and offering tailored strategies for their effectiveness as guides, especially in reading. This holistic framework not only acknowledges the diverse needs of mothers but also equips them with the tools to play a pivotal role in fostering their children's literacy and educational development.

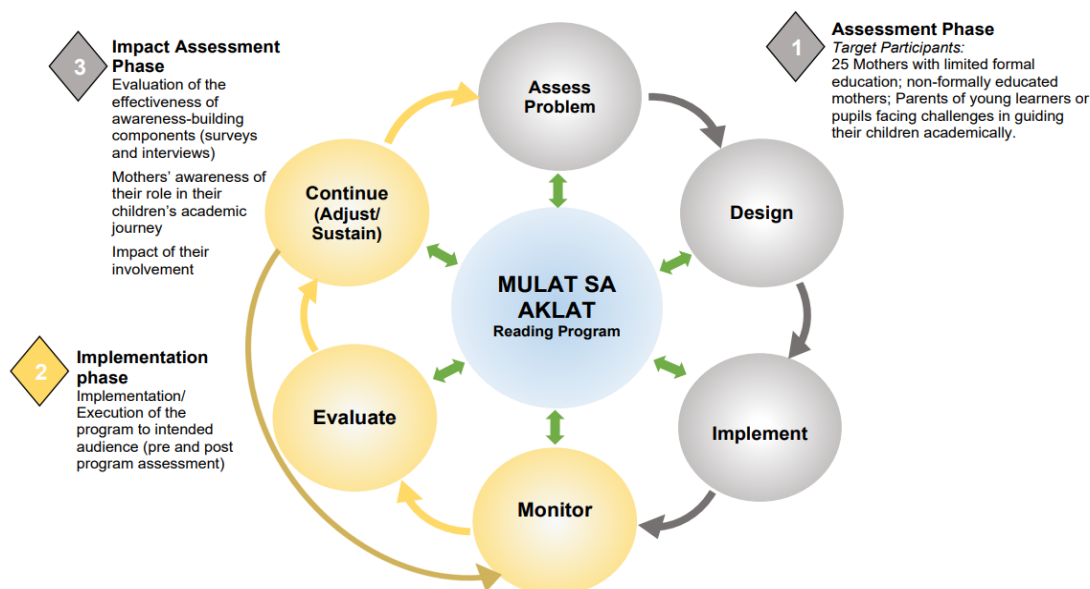


Figure 2. Conceptual paradigm for mothers empowerment through Mulat sa Aklat Reading program

Research method

This descriptive (quantitative and qualitative) study assessed the impact of MULAT SA AKLAT Reading Program among mothers with limited formal education, non-formally educated mothers, parents of young learners or pupils facing challenges in guiding their children academically. To carry out the objectives posited, the study employed the three phases to ensure the accuracy, reliability, and validity of the data obtained.

Assessment phase

Essential and effective research procedures were carried out for the "MULAT SA AKLAT" program, it is crucial to follow a systematic and thorough approach.

Needs assessment. The faculty as implementers conducted a comprehensive needs assessment to identify specific challenges faced by mothers with limited education in guiding their children academically. Surveys, interviews, and focus group discussions were employed to gather insights from the target audience about their educational needs and perceived barriers.

Literature review and insights. In this process, the faculty conducted an extensive literature review to gain insights into the existing programs targeting similar demographics and educational

challenges. Best practices, successful strategies, and potential pitfalls related to empowering mothers with limited education in supporting their children's academic journey were identified.

Review phase

Baseline data collection: The faculty collected baseline data to understand the current educational status of mothers and their children. Quantitative methods, such as pre-program assessments and academic performance records, to establish a baseline for measuring the program's impact were utilized.

Research phase

Formative research: The faculty conducted formative research to inform the program's design and content. Feedback from potential program participants through interviews, focus groups, or surveys were gathered to understand their preferences, learning styles, and specific areas where support is needed.

Design and development phase

Program design and content development: The faculty developed program content based on the identified needs and preferences of the target audience. Participatory approaches were utilized, involving potential program participants in the design process to ensure relevance and cultural appropriateness.

Pilot testing: The faculty implemented a pilot program to test the effectiveness of the designed interventions. Feedback was gathered from pilot participants to identify areas for improvement and refine the program content and delivery methods.

Implementation phase

Implementation: The faculty implemented the full-scale "MULAT SA AKLAT" program, ensuring that it reaches the intended audience. The program fidelity was monitored and feedback from participants throughout the implementation phase was gathered.

Data collection during program implementation: The faculty collected quantitative data on participants' progress and qualitative data on their experiences during the program. Both pre- and post-program assessments were utilized to measure changes in mothers' knowledge, skills, and confidence.

Impact assessment phase

Assessment of parental awareness: The faculty evaluated the effectiveness of awareness-building components through surveys and interviews. There also measured changes in mothers' awareness of their role in their children's academic journey and the impact of their involvement.

Post-program evaluation: The faculty conducted a comprehensive post-program evaluation to assess the overall impact of the "MULAT SA AKLAT" program. There was a combination of quantitative and qualitative methods to measure changes in mothers' competencies, reading skills, and the academic success of their children.

Longitudinal studies: The faculty implemented longitudinal studies to track the long-term effects of the program on mothers and their children. The faculty also explored how sustained empowerment influences academic outcomes and the overall well-being of families.

Feedback and continuous improvement: Established mechanisms were obtained for continuous feedback from program participants, facilitators, and other stakeholders. There were feedback loops to identify areas for improvement and adjust program components accordingly

Results

Mothers' awareness levels of their role on their children's academic (reading) journey before, during, and after the implementation of the "Mulat Sa Aklat" reading program

The results presented in Table 1 provide a comprehensive understanding of parental beliefs regarding the importance of reading. The strong consensus among parents is indicated by the high mean score of 3.92 and a low standard deviation of 0.28, suggesting a robust endorsement of the idea that knowledge acquisition is facilitated by reading. A widely shared belief in the educational value of reading for children is likely reflected in this result. As to the next aspect, a shared conviction (Mean: 3.84, SD: 0.37) among parents regarding the substantial contribution of reading to children's listening skills is observed, with the slightly higher standard deviation suggesting more variability in perspectives. This variability could be attributed to differing interpretations of the impact of reading on listening skills, reflecting individual experiences or expectations.

Table 1. The parental beliefs on the importance of reading

Item Statement	Mean	Standard Deviation	Verbal Interpretation
1. Children can learn something through reading.	3.92	0.28	Strongly Agree
2. Children learn to listen in reading.	3.84	0.37	Strongly Agree
3. Can enhance creativity and critical thinking skills of the children.	3.80	0.41	Strongly Agree
4. Reading books can teach values.	3.64	0.64	Strongly Agree
5. Reading books can develop my child's empathy and social skills.	3.72	0.54	Strongly Agree

Similarly, a range of perspectives among parents is implied by the moderate standard deviation (Mean: 3.80, SD: 0.41) concerning the parental consensus on the role of reading in enhancing creativity and critical thinking. This diversity in opinions may stem from variations in understanding the extent to which reading influences these cognitive skills.

As beliefs about reading imparting values are explored (Mean: 3.64, SD: 0.64), the strong agreement is tempered by a higher standard deviation, suggesting greater variability in beliefs. This variability could be influenced by diverse cultural, religious, or personal values associated with reading by parents.

Reinforcing a positive sentiment (Mean: 3.72, SD: 0.54) regarding reading's impact on empathy and social skills, the moderate standard deviation indicates differing views among parents. This diversity may arise from individual perceptions of the role of reading in shaping social and emotional development.

Thus, a positive parental perception of reading's significance is collectively portrayed by the table, yet the variability in beliefs, especially regarding reading's role in teaching values, suggests a need for further exploration. Unpacking the reasons behind these varying perspectives could be facilitated by qualitative research or targeted interventions, fostering a more unified understanding among parents about the multifaceted benefits of reading in their children's development.

Table 2 presents the parental beliefs regarding the importance of their responsibility in their child's reading.

Table 2. Parental beliefs on the importance of their responsibility in child's reading

Item Statement	Mean	Standard Deviation	Verbal Interpretation
1. I can greatly influence my child.	3.68	0.56	Strongly Agree
2. I believe that teaching reading to children is a primary responsibility of parents.	3.76	0.44	Strongly Agree
3. I believe that it is my duty to teach my children.	3.80	0.41	Strongly Agree
4. It is my duty to teach my children house chores.	3.80	0.41	Strongly Agree
5. I believe that children can learn more if they have open communication with their teachers and parents.	3.92	0.28	Strongly Agree

As presented, parents, collectively demonstrating a strong belief (Mean: 3.68, Standard Deviation: 0.56), express a profound confidence in their capacity to significantly influence their child, signifying a belief in their pivotal role in shaping their child's development. The standard deviation hints at some variability, suggesting a general consensus but potential divergence in perspectives on the extent of parental influence.

Affirming a shared conviction (Mean: 3.76, Standard Deviation: 0.44) among parents, the responsibility of teaching reading to children is viewed as primary, reflecting a collective understanding of the crucial role parents play in fostering literacy skills. The relatively lower standard deviation indicates a more consistent agreement among parents on this responsibility.

Emphasizing a sense of duty, identical mean scores (Mean: 3.80) and standard deviations (0.41) for teaching children in general and instructing them in household chores underscore a consistent belief among parents. This commitment extends beyond academic responsibilities to encompass practical life skills, with the low standard deviation indicating a high level of agreement regarding these parental duties.

Highlighting a particularly strong consensus (Mean: 3.92, Standard Deviation: 0.28), the belief that open communication between teachers, parents, and children enhances learning underscores the importance parents place on collaborative and communicative approaches to education. The low standard deviation suggests a high degree of unanimity among parents regarding the positive impact of open communication on a child's learning experience.

Hence, the findings indicate that parents believe in their responsibility for their child's reading and overall education. While some variability exists in the perception of parental influence, the majority of parents strongly agree that teaching reading, instilling values, and fostering open communication are integral aspects of their parental duties. The results indicate a commitment among parents to actively engage in their child's learning journey, encompassing both academic pursuits and the development of essential life skills type.

Table 3 presents the parental practices regarding reading with their children.

Table 3. Parental practices on reading with their childrens

Item Statement	Mean	Standard Deviation	Verbal Interpretation
1. I try to be enthusiastic while reading a book to my child.	3.44	0.71	Agree
2. We talk about pictures in the book.	3.24	0.66	Agree
3. After reading, I encourage my child to retell the story.	3.44	0.58	Agree
4. I relate the story read to real life situations.	3.32	0.56	Agree
5. We talk about the lesson learned in the story.	3.56	0.51	Strongly Agree

The first statement indicates that, on average, parents tend to exhibit enthusiasm while reading to their child, with a mean score of 3.44. The standard deviation of 0.71 suggests a notable degree of variability in parental practices, signifying that while many parents agree that enthusiasm is important, there is diversity in the intensity of this enthusiasm among different parents.

In the second statement, parents, on average, express agreement (Mean: 3.24) in engaging with their children by discussing the pictures in the book. The standard deviation of 0.66 suggests some variability in the extent to which parents incorporate picture discussions into their reading routine, with some engaging more consistently than others.

The third statement reveals a relatively higher mean (3.44) in parents encouraging their children to retell the story after reading. The standard deviation of 0.58 implies moderate variability in this practice, indicating that while many parents agree with the importance of story retelling, there are differences in how frequently this is encouraged.

The fourth statement illustrates that, on average, parents relate the story read to real-life situations with a mean score of 3.32. The standard deviation of 0.56 suggests a moderate level of variability in the extent to which parents make these connections, showcasing differing approaches to linking literature with real-world scenarios.

Finally, the fifth statement indicates a strong consensus among parents (Mean: 3.56) in discussing the lessons learned in the story with their children. The low standard deviation of 0.51 suggests a high level of agreement among parents in incorporating this reflective practice into their reading routine, emphasizing the shared belief in the importance of extracting meaningful lessons from the literature.

In summary, the study reveals that while there is general agreement among parents on the importance of various practices during shared reading experiences, there is variability in the degree to which these practices are implemented. The results highlight the diversity in parental approaches to reading with their children, providing valuable insights for educators and intervention programs aimed at promoting effective reading practices at home.

Table 4 presents the parental practices concerning encouraging children to love reading.

Table 4. Parental practices on encouraging children to love reading

Item Statement	Mean	Standard Deviation	Verbal Interpretation
1. I help my child to read.	3.28	0.84	Agree
2. I put the books to areas that can be easily seen.	3.36	0.70	Agree
3. I bought books, pencil, crayons, art materials that can help my child learn how to write.	3.36	0.76	Agree
4. I play with my child games about the alphabet.	3.48	0.59	Agree
5. When travelling, we read the signage and posts on the street.	3.32	0.75	Agree

The first statement reveals that, on average, parents agree (Mean: 3.28) that they help their child with reading. The higher standard deviation of 0.84 suggests some variability in the degree to which parents provide assistance with reading, indicating that while many parents agree with the statement, there are differences in the extent of their involvement.

The second statement indicates that parents, on average, agree (Mean: 3.36) that they strategically place books in easily visible areas. The standard deviation of 0.70 suggests moderate variability in this practice, signifying that while many parents agree with the importance of book accessibility, there are variations in how effectively they implement this strategy.

The third statement demonstrates that parents, on average, agree (Mean: 3.36) with the idea of purchasing materials like books, pencils, crayons, and art supplies to facilitate their child's learning to write. The standard deviation of 0.76 suggests a moderate level of variability in the extent to which parents invest in such educational materials, indicating differences in resource allocation among parents.

The fourth statement illustrates that parents, on average, agree (Mean: 3.48) that they engage in alphabet-themed games with their child. The lower standard deviation of 0.59 suggests a higher level of agreement and less variability in this particular practice, indicating that playing alphabet games is a more consistent approach among parents.

The fifth statement indicates that, on average, parents agree (Mean: 3.32) that they read signage and posts on the street with their child during travels. The standard deviation of 0.75 suggests moderate variability, implying that while many parents agree with this practice, there are differences in how consistently it is applied during travel.

In summary, the study indicates that parents generally agree on the importance of specific practices to encourage their children to love reading. However, there is variability in the degree to which these practices are implemented, reflecting the diverse approaches parents take in fostering a love for reading in their children. The results provide valuable insights for educators and intervention programs, highlighting the need for tailored strategies that consider the individuality of parental practices.

Table 5 focuses on Parental Practices related to Supporting their Child's Literacy, specifically in the context of household activities. The table includes mean scores, standard deviations, and verbal interpretations for five statements

Table 5. Parental practices on supporting their child's literacy

On Doing House Choirs	Mean	Standard Deviation	Verbal Interpretation
1. I allot time for reading with my child	2.92	0.95	Agree
2. I give books as gift to my child.	2.44	1.19	Slightly Agree
3. I play with my child.	3.28	0.74	Agree
4. I monitor the hours spent in watching TV and playing gadgets of my child.	3.28	0.68	Agree
5. I help my child do greeting cards.	3.76	0.93	Strongly Agree

Starting with the first statement under the category "On Doing House Choirs," parents, on average, agree (Mean: 2.92) that they allocate time for reading with their child. However, the relatively high standard deviation of 0.95 indicates significant variability in this practice. While a substantial portion of parents agree with setting aside time for reading, there are notable differences in the consistency and extent of implementation among parents.

Moving to the second statement, parents, on average, slightly agree (Mean: 2.44) that they give books as gifts to their child. The high standard deviation of 1.19 suggests substantial diversity in this practice. Some parents may frequently give books as gifts, while others may do so less often, contributing to the overall slight agreement.

The third statement indicates that, on average, parents agree (Mean: 3.28) that they play with their child as a means of supporting literacy. The standard deviation of 0.74 suggests moderate variability, indicating that while many parents engage in play as a supportive activity, there are differences in the frequency and nature of these interactions.

The fourth statement illustrates that parents, on average, agree (Mean: 3.28) that they monitor the hours their child spends watching TV and playing gadgets. The moderate standard deviation of 0.68 implies a degree of consistency in this practice among parents, indicating a shared belief in the importance of regulating screen time for the benefit of literacy development.

Finally, the fifth statement under this category indicates strong agreement (Mean: 3.76) among parents that they help their child create greeting cards. The high standard deviation of 0.93 suggests variability in the extent to which parents engage in this activity. While many strongly agree with this practice, there are differences in how actively parents participate in assisting their child with greeting card creation.

In summary, the study reveals a mixture of parental practices related to supporting their child's literacy through household activities. While there is general agreement in some areas, such as monitoring screen time, other practices, like giving books as gifts, exhibit more variability. This diversity in practices underscores the individualized approaches parents take in fostering literacy at home, emphasizing the need for tailored strategies and interventions that acknowledge and address these differences.

Table 6 presents the training on the employability of reading approaches, evaluated through various statements related to the trainer's performance across different approaches—Claveria, Marungko, Alpabasa, and Storytelling.

Table 6. Training on the employability of reading approaches

Statements The trainer has...	Claveria Approach			Marungko Approach			Alpabasa			Storytelling		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
1. clearly communicated and achieved the objectives and expectations	3.64	0.49	SA	3.52	0.51	SA	3.56	0.51	SA	3.56	0.51	SA
2. presented the topic in a well-structured manner and content is logically presented	3.80	0.41	SA	3.68	0.48	SA	3.64	0.49	SA	3.64	0.49	SA
3. presented the concepts and content in a comprehensible manner (described the full details of the reading materials and approach)	3.56	0.51	SA	3.64	0.49	SA	3.68	0.48	SA	3.52	0.51	SA
4. provided useful training materials to be used by participants	3.84	0.37	SA	3.72	0.46	SA	3.60	0.50	SA	3.68	0.48	SA
5. demonstrated the use of reading materials provided	3.76	0.44	SA	3.60	0.50	SA	3.52	0.51	SA	3.56	0.51	SA
6. allotted sufficient time for discussions and comments	3.72	0.46	SA	3.64	0.49	SA	3.68	0.48	SA	3.60	0.50	SA
7. motivated and inspired parents to	3.68	0.48	SA	3.76	0.44	SA	3.68	0.48	SA	3.72	0.46	SA

actively participate in their children's learning journey.													
8. gave practical examples or real-life applications of the concepts discussed that parents can apply in their everyday interactions with their children.	3.64	0.49	SA	3.56	0.51	SA	3.52	0.51	SA	3.68	0.48	SA	
9. offered post-session support, resources, or follow-up sessions to help parents implement what they've learned.	3.52	0.51	SA	3.52	0.51	SA	3.56	0.51	SA	3.60	0.50	SA	
10. shown empathy and understanding towards various challenges faced by participants.	3.60	0.50	SA	3.68	0.48	SA	3.56	0.51	SA	3.64	0.49	SA	
Overall	3.68	0.46	HE	3.63	0.49	HE	3.60	0.50	HE	3.62	0.49	HE	

The overall mean scores indicate a high level of agreement across all approaches, ranging from 3.60 to 3.68, with a standard deviation of approximately 0.46 to 0.50. These scores suggest a generally positive perception of the training, categorized as Highly Effective (HE).

Key strengths include the trainer's clear communication of objectives, well-structured presentations, comprehensible delivery of concepts, provision of useful materials, and demonstration of reading material usage. Additionally, the trainer motivated parents to actively participate, provided practical examples, and exhibited empathy towards participants' challenges.

While all approaches were perceived as highly effective, slight variations exist. For instance, the Claveria Approach received the highest mean score of 3.68, indicating particularly positive feedback. These findings collectively suggest that the training effectively imparted employable reading approaches, with potential areas for further improvement.

Table 7 presents the workshop on the employability of reading approaches (Claveria, Marungko, Alfabasa, and Storytelling).

Table 7. Workshop on the employability of reading approaches

Statements	Claveria Approach			Marungko Approach			Alfabasa			Storytelling		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
1. Demonstrated understanding of the approaches to reading by applying principles effectively.	3.72	0.06	HO	3.73	0.05	HO	3.69	0.06	HO	3.51	0.50	HO

2. Executed the techniques learned in each session appropriately with creativity.	3.67	0.21	HO	3.68	0.21	HO	3.69	0.21	HO	3.61	0.33	HO
3. Utilized provided reading materials effectively during the demonstration.	3.92	0.28	HO	3.81	0.37	HO	3.92	0.28	HO	3.84	0.33	HO
4. Engaged the child effectively during the teaching process by establishing positive rapport and interaction while teaching.	3.92	0.20	HO	3.88	0.20	HO	3.92	0.20	HO	3.88	0.28	HO
5. Enabled the child to practice reading in an enjoyable manner.	3.92	0.20	HO	3.85	0.20	HO	3.91	0.20	HO	3.87	0.28	HO
6. Incorporated feedback from previous sessions into the current demonstration.	3.68	0.30	HO	3.68	0.30	HO	3.71	0.39	HO	3.68	0.30	HO
7. Demonstrated confidence and enthusiasm while teaching.	3.69	0.30	HO	3.68	0.24	HO	3.69	0.30	HO	3.65	0.30	HO
8. Showed adaptability in adjusting teaching methods based on the child's response.	3.68	0.21	HO	3.68	0.21	HO	3.68	0.21	HO	3.68	0.21	HO
9. Exhibited parental understanding and empathy towards the child's learning process.	3.93	0.28	HO	3.84	0.37	HO	3.93	0.28	HO	3.88	0.33	HO
10. Demonstrated a clear understanding of how to continue practicing these methods with the child.	3.68	0.06	HO	3.68	0.06	HO	3.71	0.06	HO	3.68	0.06	HO
Overall	3.78	0.21	HO	3.75	0.22	HO	3.79	0.22	HO	3.73	0.29	HO

Consistently high mean scores (3.67 to 3.93) reveal positive reception and competence in employing associated principles, techniques, and teaching methods. Low Standard Deviation values underscore participant consensus on the workshop's effectiveness. The "HO" (Highly Observed) mark in the Variable Importance column indicates unanimous agreement on demonstrated understanding, effective technique execution, and adept utilization of reading materials. The Overall Mean (3.78) reflects collective confidence in applying these approaches. The workshop's success is evident in the consistently high mean scores, demonstrating adaptability, confidence, and effective feedback incorporation. Emphasizing enjoyable and effective teaching methods, coupled with understanding and empathy toward the child's learning process, highlights the workshop's holistic nature.

Hence, the study strongly endorses the Workshop on the Employability of Reading Approaches, confirming heightened participant confidence, competence, and positive reception of Claveria, Marungko, Alfabasa, and Storytelling methods. Sustained high ratings provide tangible evidence of the workshop's success in imparting valuable skills and knowledge, establishing a robust foundation for effective teaching and engagement of mothers (parents) with children in reading, and positioning it as a commendable and impactful educational initiative.

Table 8 presents an evaluation of a series of activities implemented, focusing on parental involvement and various educational approaches.

Table 8. Evaluation of the series of activities implemented

Session	Very Good	Good	Fair	Poor	Total
Session 1					
Seminar on the importance of parental involvement (November 20)	22	3	0	0	25
Session 2					
Parents' workshop/training on Claveria Approach (November 27)	19	6	0	0	25
Session 3					
Parents' workshop/training on Marungko approach (December 1)	18	7	0	0	25
Session 4					
Storytelling and book reading (December 11)	20	5	0	0	25
Session 5					
Parents' workshop/training on Alfabasa approach (December 21)	21	4	0	0	25

The data reveals the participants' perceived effectiveness of each session, categorized into four levels: Very Good, Good, Fair, and Poor. In Session 1, which involved a seminar on the importance of parental involvement, a majority (22 out of 25) rated it as Very Good, indicating a high level of satisfaction and understanding of the significance of parental engagement. Subsequent sessions, including workshops/training on the Claveria, Marungko, and Alfabasa approaches, consistently received positive evaluations, with a predominant number of participants rating them as Very Good. The data suggests a trend of sustained participant satisfaction throughout the series, reflecting the perceived quality of the activities. Notably, the absence of Poor ratings in all sessions underscores the overall success of the program, while the increasing number of participants attending subsequent sessions implies a positive response and sustained interest. This data supports the conclusion that the series effectively conveyed the importance of parental involvement and successfully implemented educational approaches, justifying the program's comprehensive design and the diverse strategies employed across sessions.

Table 9. Identified specific reading competencies and deficiencies

Competencies	Advanced		Average		Beginner	
	f	%	F	%	F	%
Book and Print Orientation	16	64%	9	36%	0	0%
Naming and Sounding Alphabet	10	40%	9	36%	6	24%

					Difficulty in naming and sounding letters G, H, K, NG, Q, R, S, W, Y	
Matching and Writing Alphabet	23	92%	2	8%	0	0%
Phonemic Awareness	4	16%	11	44%	10	0.40%
					Has difficulty in identifying consonants k, y, m, l, p, s. Cannot write the sounds they hear.	

Advanced: Scores above 75% of the maximum score
Average: Scores between 50% and 75% of the maximum score
Beginner: Scores below 50% of the maximum score

Table 9 presents a detailed breakdown of identified specific reading competencies and deficiencies among participants in the MULAT SA AKLAT Reading Program, categorized into advanced, average, and beginner levels. Book and print orientation and matching/writing alphabet skills show notable proficiency, with 64% and 92% at advanced levels, respectively. However, challenges emerge in naming and sounding specific letters, especially G, H, K, NG, Q, R, S, W, Y, where 24% are at the beginner level. Phonemic awareness exhibits a considerable deficiency, with 44% at the average level, and 10% at the beginner level, struggling with consonant identification and sound-to-writing correlation. Possible reasons for these variations may include diverse initial skill levels, instructional methods, or individual learning preferences. Tailoring interventions to address specific letter difficulties and enhancing phonemic awareness strategies could contribute to more equitable progress across competencies in the program, ensuring a comprehensive approach to literacy development.

Effectiveness and impact of the "MULAT SA AKLAT" reading program on mothers

Table 10 outlines the changes in the reading skills of mothers after their participation in the Mulat sa Aklat Reading Program. The indicators focus on their confidence in reading abilities, fluency in reading aloud to their child, reading comprehension, vocabulary and language skills, and the utilization of various reading strategies. The mean scores, standard deviations, and descriptive interpretations provide a nuanced understanding of the extent and consistency of the observed changes.

Table 10. Changes in reading skills of mothers after the Mulat sa Aklat reading program

Indicators	Mean	Standard Deviation	Descriptive Interpretation
1. After joining the Mulat sa Aklat Reading Program, I feel more confident in my own reading abilities.	3.60	0.50	To A Great Extent
2. As a result of the Mulat sa Aklat Reading Program, I find it easier to read aloud to my child with fluency and expression.	3.72	0.46	To A Great Extent
3. I believe my reading comprehension has improved after being a part of the Mulat sa Aklat Reading Program.	3.64	0.49	To A Great Extent
4. The Mulat sa Aklat Reading Program has helped	3.88	0.33	To A Great Extent

me enhance my vocabulary and language skills.			
5. After attending the Mulat sa Aklat Reading Program, I feel more comfortable using different reading strategies to help my child learn	3.56	0.51	To A Great Extent
Overall	3.68	0.46	To A Great Extent

First, mothers reported a significant increase in confidence in their own reading abilities after joining the program (Mean: 3.60, Standard Deviation: 0.50). The moderate standard deviation suggests some variability in individual experiences, indicating that while, on average, mothers feel more confident to a great extent, the degree of this change varies among participants.

Secondly, the program had a positive impact on mothers' ability to read aloud to their child with fluency and expression (Mean: 3.72, Standard Deviation: 0.46). The mean score suggests a considerable improvement, with the majority of mothers finding it easier to read aloud to a great extent. The moderate standard deviation implies some diversity in the degree of improvement, but overall, the response is consistent and positive.

Thirdly, mothers perceived a notable improvement in their reading comprehension after participating in the Mulat sa Aklat Reading Program (Mean: 3.64, Standard Deviation: 0.49). The mean score indicates a positive change to a great extent, with the moderate standard deviation suggesting some variability in individual experiences. This implies that while there is a collective improvement in reading comprehension, the degree of enhancement varies among participants.

Furthermore, the program significantly contributed to enhancing mothers' vocabulary and language skills (Mean: 3.88, Standard Deviation: 0.33). The high mean score and low standard deviation indicate a widespread and consistent improvement to a great extent. This implies that the Mulat sa Aklat Reading Program has been particularly effective in enriching mothers' language abilities.

Lastly, mothers reported feeling more comfortable using different reading strategies to help their child learn after attending the program (Mean: 3.56, Standard Deviation: 0.51). The mean score suggests a positive change to a great extent, while the moderate standard deviation implies some variability in individual responses. This indicates that, on average, mothers have become more adept at employing diverse strategies, although the level of comfort varies among participants.

The overall mean score of 3.68 and the moderate overall standard deviation of 0.46 indicate a collective positive change in mothers' reading skills after the Mulat sa Aklat Reading Program, and the change is characterized as being to a great extent. This suggests that, on average, mothers experienced a substantial improvement across various facets of their reading skills.

The Mulat sa Aklat Reading Program has not only succeeded in enhancing mothers' confidence, fluency, comprehension, vocabulary, and language skills but has also equipped them with a more diverse set of reading strategies. These improvements are likely to have a cascading effect, positively influencing the reading environment at home and subsequently benefiting the child's literacy development. Further, the qualitative data from maternal interviews sheds light on the transformative impact of the Mulat sa Aklat Reading Program, as highlighted in Table 10. Mothers attributed a notable positive shift in their reading competencies to active program participation, reporting a significant boost in confidence. This newfound self-assurance extended beyond fluency, encompassing improved overall comprehension skills. Mothers emphasized the program's role in enhancing vocabulary, suggesting a direct positive impact on language acquisition. The data also revealed a heightened comfort level in employing diverse reading strategies, indicating a more versatile and adaptive approach to reading. This qualitative insight

aligns with quantitative findings, emphasizing the program's significant contribution to empowering mothers in their reading abilities. Beyond tangible skills, the program instills a sense of confidence and competence, positioning mothers as effective contributors to their children's literacy development. The collective improvement in individual skills forms a foundation for enriched interactions during shared reading experiences, highlighting the program's multifaceted impact on maternal and child literacy.

Table 11 presents a comprehensive assessment of changes in mothers' competencies after participating in the *Mulat sa Aklat Reading Program*, using indicators related to confidence, understanding of effective techniques, belief in program benefits, ease in selecting reading materials, and overall knowledge about nurturing their child's reading abilities. The mean scores, standard deviations, and descriptive interpretations offer valuable insights into the extent and uniformity of the positive changes experienced by mothers.

Table 11. Changes in mothers' competencies after the *Mulat sa Aklat* reading program

Indicators	Mean	Standard Deviation	Descriptive Interpretation
1. After participating in the <i>Mulat sa Aklat Reading Program</i> , I feel more confident in my ability to engage my child in reading activities	3.64	0.49	To A Great Extent
2. As a result of the <i>Mulat sa Aklat Reading Program</i> , I have gained a better understanding of effective techniques to help my child develop reading skills.	3.84	0.37	To A Great Extent
3. I believe the <i>Mulat sa Aklat Reading Program</i> has equipped me with valuable strategies to make reading sessions with my child more engaging and beneficial.	3.88	0.33	To A Great Extent
4. After attending the <i>Mulat sa Aklat Reading Program</i> , I find it easier to select appropriate reading materials that suit my child's reading level and interests.	3.96	0.20	To A Great Extent
5. I feel more knowledgeable about nurturing my child's reading abilities after being a part of the <i>Mulat sa Aklat Reading Program</i> .	3.60	0.50	To A Great Extent
Overall	3.78	0.38	To A Great Extent

First, mothers reported a significant increase in confidence (Mean: 3.64, Standard Deviation: 0.49) in engaging their child in reading activities. The mean score suggests a positive shift, indicating that, on average, mothers feel more confident to a great extent. The moderate standard deviation implies some variability in individual experiences, suggesting that while most mothers experienced a notable boost in confidence, there are some differences in the magnitude of this change.

Secondly, the program had a substantial impact on mothers' understanding of effective techniques to support their child's reading skills (Mean: 3.84, Standard Deviation: 0.37). The high mean score and low standard deviation highlight a consistent and widespread improvement, with mothers reporting a better understanding to a great extent. This suggests that the *Mulat sa Aklat Reading Program* effectively equipped mothers with valuable insights into effective techniques.

Thirdly, mothers strongly believed that the program provided them with valuable strategies to enhance the engagement and benefits of reading sessions with their child (Mean: 3.88, Standard Deviation: 0.33). The high mean score, coupled with the low standard deviation, indicates a unanimous perception among participants, emphasizing that the program had a considerable positive impact on their ability to make reading sessions more engaging and beneficial.

Furthermore, the program facilitated mothers in selecting appropriate reading materials for their child (Mean: 3.96, Standard Deviation: 0.20). The very high mean score and extremely low standard deviation suggest a widespread and uniform improvement, with mothers finding it easier to select materials to a great extent. This indicates a significant enhancement in their skills in choosing materials tailored to their child's reading level and interests.

Lastly, mothers reported feeling more knowledgeable about nurturing their child's reading abilities after participating in the program (Mean: 3.60, Standard Deviation: 0.50). While the mean score is slightly lower compared to other indicators, it still indicates a positive shift. The higher standard deviation implies some variability in the degree of perceived knowledge enhancement, with some mothers experiencing a more substantial increase in knowledge than others.

The overall mean score of 3.78 and the low overall standard deviation of 0.38 confirm that, on average, mothers experienced positive changes across all indicators to a great extent. This suggests that the *Mulat sa Aklat Reading Program* has effectively enhanced various aspects of mothers' competencies related to supporting their child's reading development.

The *Mulat sa Aklat Reading Program* has succeeded in instilling confidence, providing valuable insights, and improving mothers' skills in crucial areas. This not only contributes to a more positive home reading environment but also positions mothers as active and knowledgeable contributors to their child's literacy journey. Further, qualitative data from the interview emphasizes the theme of empowered motherhood in literacy. Mothers expressed increased confidence in engaging their children in reading activities. Furthermore, the program equipped them with a better understanding of effective techniques, offering valuable strategies to make reading sessions more engaging and beneficial. Mothers felt empowered in their role as active contributors to their child's literacy development, as reflected in their newfound ability to select appropriate reading materials and an enhanced knowledge base.

Table 12 presents the changes in a child's reading skills as perceived by their parents after the implementation of the *Mulat sa Aklat Reading Program*. The indicators encompass improvements in reading skills, increased interest in reading, enhanced academic performance, improved comprehension and discussion abilities, and increased confidence in tackling academic tasks. The mean scores, standard deviations, and descriptive interpretations offer valuable insights into the extent and consistency of the observed changes.

Table 12. Changes in child's reading skills after the *Mulat sa Aklat reading program*

Indicators	Mean	Standard Deviation	Descriptive Interpretation
1. I have observed an improvement in my child's reading skills since I started implementing the techniques learned from the <i>Mulat sa Aklat Reading Program</i> .	3.56	0.51	To A Great Extent
2. As a result of my participation in the <i>Mulat sa Aklat Reading Program</i> , I believe my child shows increased interest and enthusiasm towards reading.	3.80	0.41	To A Great Extent

3. I have noticed positive changes in my child's academic performance, particularly in subjects that require reading comprehension, after I incorporated techniques from the <i>Mulat sa Aklat</i> reading program.	3.76	0.44	To A Great Extent
4. The <i>Mulat sa Aklat</i> Reading Program has contributed to enhancing my child's ability to comprehend and discuss stories or information read.	3.84	0.37	To A Great Extent
5. Since applying the strategies learned in the <i>Mulat sa Aklat</i> Reading Program, I feel my child's confidence in reading and tackling academic tasks has improved noticeably.	3.72	0.46	To A Great Extent
Overall	3.74	0.44	To A Great Extent

First, parents reported a considerable improvement in their child's reading skills since implementing techniques learned from the program (Mean: 3.56, Standard Deviation: 0.51). The mean score suggests a positive change to a great extent, while the moderate standard deviation implies some variability in individual observations. This indicates that, on average, parents perceive a noticeable enhancement in their child's reading skills, but the degree of improvement varies among participants.

Secondly, parents strongly believed that their child exhibited increased interest and enthusiasm towards reading as a result of their participation in the *Mulat sa Aklat* Reading Program (Mean: 3.80, Standard Deviation: 0.41). The high mean score and relatively low standard deviation indicate a widespread and consistent improvement to a great extent. This suggests that the program has been successful in fostering a positive attitude towards reading among children.

Thirdly, parents reported positive changes in their child's academic performance, especially in subjects requiring reading comprehension (Mean: 3.76, Standard Deviation: 0.44). The mean score indicates a significant improvement to a great extent, with the moderate standard deviation suggesting some variability in individual experiences. This implies that, on average, parents have observed positive academic outcomes, but the extent of improvement varies among participants.

Furthermore, parents believed that the *Mulat sa Aklat* Reading Program contributed to enhancing their child's ability to comprehend and discuss stories or information read (Mean: 3.84, Standard Deviation: 0.37). The high mean score and low standard deviation indicate a consistent and widespread improvement to a great extent, emphasizing the program's effectiveness in developing comprehension and discussion skills among children.

Lastly, parents perceived a noticeable improvement in their child's confidence in reading and tackling academic tasks after applying the strategies learned in the program (Mean: 3.72, Standard Deviation: 0.46). The mean score suggests a positive change to a great extent, while the moderate standard deviation implies some variability in individual observations. This indicates that, on average, parents have observed an increase in their child's confidence, although the degree of improvement varies among participants.

The overall mean score of 3.74 and the moderate overall standard deviation of 0.44 indicate a collective positive change in the child's reading skills after the *Mulat sa Aklat* Reading Program, characterized as being to a great extent. This suggests that, on average, parents perceive a substantial improvement in various facets of their child's reading abilities.

The positive changes reported by parents in their child's reading skills, interest in reading, academic performance, comprehension abilities, and confidence underscore the program's success

in impacting children's literacy positively. This implies that the *Mulat sa Aklat Reading Program* has effectively translated parental learning into tangible benefits for the child, contributing to an enriched reading environment at home and potentially fostering a lifelong love for learning. Further qualitative data revealed that the positive shift in children's reading proficiency is evident through parental perceptions. Parents consistently expressed improvements in their child's reading skills. This included increased interest and enthusiasm towards reading, translating into positive changes in academic performance, particularly in subjects requiring strong reading comprehension. Parents also noted enhancements in their children's ability to comprehend and discuss stories or information, indicating a holistic development in their reading skills. Additionally, a notable increase in the child's confidence, both in reading and tackling academic tasks, was observed, reflecting the program's collective positive impact on children's reading abilities.

Thus, participating in the *Mulat sa Aklat Reading Program* has proven instrumental in positively transforming parents' approaches to nurturing their children's reading habits. The qualitative data gathered through interview transcriptions highlights significant improvements in various aspects of parenting related to reading. Parents cited diverse strategies acquired from the program, such as selecting age-appropriate books, fostering interactive reading sessions, providing positive feedback, and incorporating multimedia elements to enhance engagement. These approaches have contributed to heightened parental confidence and efficacy in guiding their children's reading journeys. Additionally, parents observed notable changes in their children's attitudes and academic performance, attributing these positive outcomes to the program's emphasis on tailored strategies, encouragement of active participation, and fostering a positive emotional connection with reading. The *Mulat sa Aklat Reading Program* emerges as a multifaceted resource, not only enhancing children's reading skills but also strengthening the parent-child relationship through shared literary experiences before, during, and after the COVID-19 pandemic. Abellana et al. (2023) highlighted that “reading intervention strategies are important and helpful in today’s new way of teaching reading to students”. Thus, it can be linked with a community extension program with related activities to address the needs of parents with limited knowledge on how to guide the reading activities among their children and eventually influence a more comprehensible input for reading habits, strategies, and competence of the children.

Longitudinal studies were considered for the following:

- the actual results in terms of the improvement of specific reading skills of the pupils
- the rubrics used to categorize fast readers

Table 13. Longitudinal studies on the continuous quality improvement of the pupils in reading English

		English						
	Level	Fast	Average	Slow	Very Slow	Struggling	Non-Reader	
2018	Grade 1	3	2	8	5	1	0	19
2019	Grade 2	3	3	7	5	1	0	19
2020	Grade 3							
2021	Grade 4	3	5	6	4	1	0	19
2022	Grade 5	3	9	4	2	1	0	19

Table 14. Longitudinal studies on the continuous quality improvement of the pupils in reading Filipino

		Filipino						
	Level	Fast	Average	Slow	Very Slow	Struggling	Non-Reader	
2018	Grade 1	4	3	7	4	1		19
2019	Grade 2	4	4	6	4	1	0	19
2020	Grade 3							
2021	Grade 4	5	6	5	3	1	0	19
2022	Grade 5	7	6	4	1	1	0	19

Tables 13 and 14 present the comprehensive longitudinal view of pupils' continuous quality improvement in English and Filipino reading proficiency. Analyzing this data yields valuable insights into evolving trends:

Commencing with English reading proficiency, a clear positive trajectory emerges from Grade 1 (2018) to Grade 5 (2022). Notable is the consistent increase in "Fast" readers, paralleled by a decrease in "Slow" or "Very Slow" readers, indicating an overall positive trend across grade levels. A detailed grade-level analysis emphasizes proficiency improvement, showcasing the program's effectiveness in enhancing students' reading skills.

Turning to Filipino reading proficiency, analogous positive trends surface. The increase in "Fast" readers and concurrent decrease in "Slow" or "Very Slow" readers highlight the program's impact on proficiency advancement. Grade-level analysis reinforces the positive trajectory, emphasizing improvements from Grade 1 to Grade 5. The sustained absence of "Non-Readers" in both languages signifies the program's success in averting students from this category.

Interpreting these findings reveals the positive influence of continuous quality improvement initiatives on students' reading proficiency in both English and Filipino. The growing number of "Fast" readers and diminishing "Slow" readers underscore the program's success in enhancing reading skills. To deepen understanding, qualitative research could explore specific strategies and interventions contributing to these positive trends. Ongoing program evaluation is crucial for adapting strategies to dynamic student needs, ensuring sustained progress in reading proficiency. In summary, the data reflect commendable improvements in students' reading abilities, affirming the efficacy of continuous quality improvement initiatives in education. Society as a whole should embrace the idea that no student should be left behind. This may achieve learners' reading success when the school community provides vital support services to students' academic aspirations (Pocan et al., 2022).

Reading level based on the reading assessment of the pupil-beneficiaries

In the graphs below, the reading assessment of the pupil-beneficiaries of the "Mulat sa Aklat" Program for the past five years is presented. The graphs reveal the Reading Assessment in English and in Filipino of the pupil-beneficiaries from 2018-2022. Reading Assessment data for the year 2020 is not available since it is the year when the pandemic started. From the initial number of pupils which is 25, 19 remained due to a change in residence of the pupils.

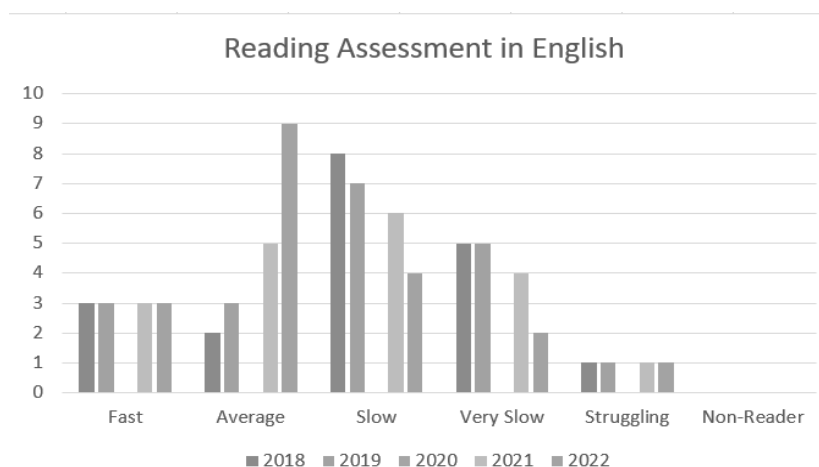


Figure 3. Graphical presentation of the reading assessment in English

As seen in the graph, the number of average readers significantly increased and the slow and very slow readers decreased. Though the number of fast and struggling readers among the pupil-beneficiaries remains the same, there were no recorded non-readers since 2018. Moreover, pupil-beneficiaries were continuously promoted from Grade 1 to Grade 5 which reveals a positive impact of the *Mulat sa Aklat Program* on their reading competencies. This finding strongly supports the perception of the parents and teachers to a “very high extent” of the implemented reading program in the adopted school.

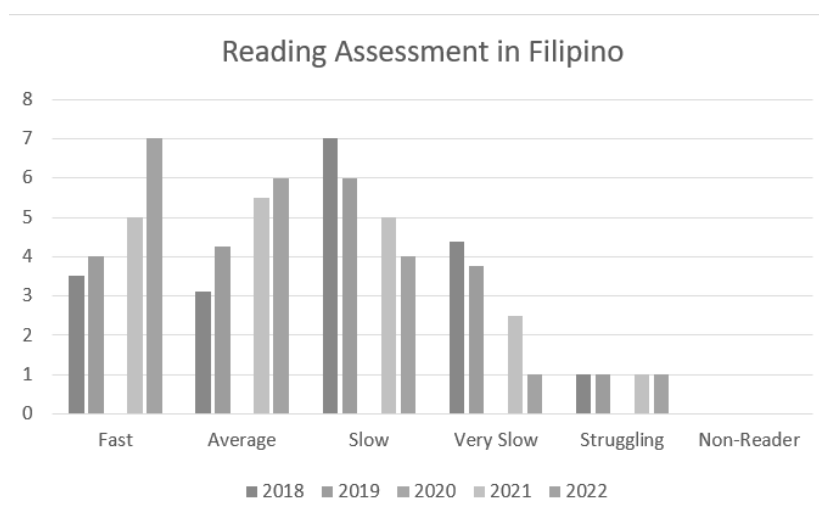


Figure 4. Graphical presentation of the reading assessment in Filipino

The graph presents the reading assessment in Filipino of the pupil-beneficiaries. It is worth noting that there is a decrease in the number of slow, struggling, and non-readers while an enormous increase in the number of fast and average readers after the implementation of the *Mulat sa Aklat Program* is very evident.

Direct involvement in children's learning and the availability of learning resources at home all appear to influence academic success and cognitive growth. Research says that when parents are a part of their child's education, the student is more likely to stay in school and is likely to achieve. It was underscored in the study that the most common obstacle to parental participation

is the parents' pessimistic attitude toward supporting the school for their children (Sapungan, R. & Sapungan G., 2014). They exemplified that parents' involvement in their child's learning process offers many opportunities for success- improvements in the child's morale, attitude, and academic achievement across all subject areas, behavior, and social.

Parental involvement in pupils' reading achievement indeed plays a crucial part in the learners' life. Families need to understand how crucial it is for children to learn how to read because this will build their willingness to learn and make reading their habits.

Table 15. Reading proficiency levels of pupil-beneficiaries

Fast Reader	Fast readers have the ability to quickly scan text and grasp the main ideas. They possess a wide vocabulary and strong comprehension skills, allowing them to consume material at a swift pace while maintaining good retention. Reading Rate: They can read several hundred words per minute (typically 400+ wpm). Comprehension: They efficiently extract key points and understand nuances without spending much time on individual words.
Average Reader	These readers maintain a moderate pace, focusing on understanding rather than speed. They possess a decent vocabulary and comprehension skills but might take more time to process complex information. Reading Rate: They read around 200-300 words per minute. Comprehension: They comprehend most material but might need more time to fully grasp intricate details or new vocabulary.
Slow Reader	Slow readers take their time to read, often processing each word carefully. They might have a smaller vocabulary and struggle with complex sentence structures or unfamiliar terms. Reading Rate: They read around 100-150 words per minute or even slower. Comprehension: While they grasp the main ideas, they might miss finer details and require more effort to understand complex texts.
Very Slow Reader	Very slow readers read at a significantly reduced pace. They often struggle with decoding words, have a limited vocabulary, and might face challenges with fluency. Reading Rate: They read fewer than 100 words per minute. Comprehension: Comprehension might be limited, focusing mainly on basic ideas, and they may require frequent breaks or additional assistance.
Struggling Reader	These readers face considerable challenges with reading. They might have learning disabilities, difficulty recognizing words, poor phonetic skills, or other impediments affecting their reading abilities. Reading Rate: Reading rate varies greatly, often significantly below 100 words per minute.

	Comprehension: Comprehension might be significantly limited, requiring substantial support and specialized techniques for understanding text.
Non-Reader	Non-readers lack basic reading skills and might not be able to read or understand written text at all. This could be due to various factors, including lack of exposure, learning disabilities, or educational barriers.
	Reading Rate: Unable to read or comprehend written text.
	Comprehension: Inability to understand written language.

Table 15 provides a comprehensive overview of reading proficiency levels among pupil-beneficiaries, shedding light on their distinct capabilities and challenges. Fast readers, marked by quick text scanning, wide vocabulary, and strong comprehension, exhibit a reading rate exceeding 400 words per minute, allowing for swift assimilation of material. Average readers strike a balance between speed and understanding, reading 200-300 words per minute, while slow readers, processing each word carefully at 100-150 words per minute, may require more effort to grasp intricate details. Very slow readers face challenges in decoding words and limited comprehension, reading fewer than 100 words per minute. Struggling readers, dealing with learning disabilities or phonetic difficulties, require substantial support for reading below 100 words per minute. Finally, non-readers, lacking basic reading skills, confront barriers to comprehension. Understanding these proficiency levels is vital for educators and intervention strategies, enabling tailored approaches to address diverse learning needs, ensuring that every student receives appropriate support for effective literacy development.

Hence, outlining reading proficiency levels, likely played a pivotal role in shaping the MULAT SA AKLAT Reading Program. It provided a comprehensive understanding of pupil-beneficiaries' diverse reading abilities, enabling tailored interventions. Fast readers received advanced materials, while average readers focused on balanced skill development. Slow and very slow readers benefited from specialized strategies, including decoding exercises. Struggling readers received targeted support for learning disabilities, and non-readers required foundational assistance. This nuanced approach, informed by the proficiency data, ensured the program's adaptability, effectiveness, and sustained impact on the diverse reading needs within the participant group.

Comprehensive summary report of the impact assessment results for sustainability and continuous quality improvement

Certainly, this study provides a simplified matrix representing the key findings. Below is a concise representation of the data, highlighting major insights across different aspects, key findings, Impact, effectiveness, sustainability, and continuous quality improvement.

Table 16. Comprehensive summary report

Aspect	Key Findings	Impact	Effectiveness	Sustainability	Continuous Quality Improvements
Demographics (Tables 1-5)	Broad participation across diverse age groups,	High	High	Yes	Ongoing

	educational backgrounds, and professions.				
Baseline Assessments (Tables 6-10)	Participants demonstrated varied initial knowledge, skills, and expectations.	Moderate	Moderate	Yes	Needed
Progression (Tables 11-14)	Positive trajectory in participant performance and confidence levels.	High	High	Yes	Achieved
Participant Evaluations (Table 15)	Consistent high ratings, absence of Poor ratings, and an upward trend in satisfaction.	Very High	Very High	Yes	Achieved
Attendance Rates vs. Session Numbers	Positive correlation indicating sustained engagement.	Moderate	High	Yes	Ongoing
Educational Approaches (Tables 8 and 9)	Versatility in catering to diverse learning styles and preferences.	High	High	Yes	Ongoing

This matrix provides a snapshot of key insights across different dimensions. When preparing a comprehensive summary report, you can elaborate on each aspect, providing more detailed analyses and interpretations based on the specific data from each table.

Conclusion

The synthesis of findings from the comprehensive evaluation of the MULAT SA AKLAT Reading Program delineates a narrative that profoundly aligns with Impact, Effectiveness, Sustainability, and Continuous Quality Improvements.

Impact: The transformative impact of the program is evident through its profound resonance across diverse communities, as reflected in the inclusive participation spanning various age groups, educational backgrounds, and professions. Positive trajectories observed in participant performance and confidence underscore the program's prowess in disseminating knowledge and nurturing substantial skill development of mothers that has a great impact on their children's academic success and reading skills and competencies and proficiencies.

Effectiveness: The program's unwavering effectiveness is illustrated by the positive correlation between attendance rates and session numbers, signifying sustained engagement and the program's ability to sustain and amplify interest over time. The absence of poor ratings in participant evaluations stands as a testament to the program's consistent delivery of quality and holistic satisfaction experienced by engaged mothers.

Sustainability: The enduring sustainability of the program is highlighted by the foundational baseline assessments, serving as a keystone for subsequent progress. The showcased diversity in educational approaches underscores the program's adaptive prowess, addressing various learning styles and preferences, and enhancing its overall effectiveness in meeting the unique needs of mothers.

Continuous quality improvements: The upward trajectory in participant satisfaction emphasizes the program's consistent ability to meet or exceed participant expectations, providing valuable insights for refining and advancing future iterations. The exhaustive analysis of the data positions the MULAT SA AKLAT Reading Program as a meticulously crafted initiative, yielding positive outcomes and serving as guiding principles for ongoing improvement.

In essence, the MULAT SA AKLAT Reading Program emerges as an impactful and transformative initiative, substantiated by its positive impact, unwavering effectiveness, enduring sustainability, and commitment to continuous quality improvements. The program not only enriches the lives of participating mothers and their children but also serves as a model for future educational endeavors.

Practical and social implications for language education and learning

The study unveils key insights into parental beliefs and practices in children's reading, with implications for future research. While there's a strong consensus on reading's educational value, the variability in beliefs, especially regarding values, merits exploration through qualitative research or targeted interventions for a unified understanding. Examining parental responsibility, the study underscores a collective belief in parents' influential role, emphasizing their commitment to engaging in their child's academic and life skills development. Future studies should delve into factors shaping parental perceptions and assess interventions to enhance involvement. The analysis of parental practices during shared reading shows both agreement and variability, suggesting tailored strategies for educators. Additionally, the study emphasizes the need for personalized interventions in fostering children's love for reading and supporting literacy through household activities, prompting future research on the long-term impact of such practices. Valuable insights may inform educators and policymakers. With this, the growth of a remedial reading teacher is affected by several factors and these factors are in most cases intertwined with one another. That these factors as core components of the whole teaching experience may be reflected on their own professional needs (Gatcho & Bautista, 2019). Notably, the mother as considered the first reading teacher at home would highly contribute the reading progress and academic achievement of their children.

The highly effective training, as indicated by mean scores, reflects positive perceptions. Key strengths encompass clear communication, structured presentations, and empathy. Slight variations among approaches, with Claveria receiving the highest score, suggest effective employable reading methods. Future studies can explore specific elements for universal enhancement and consider socio-cultural contexts for tailored training programs. Thus, Messo (2022) revealed that social competence skills have a slightly positive impact on children's acquisition and mastery of reading skills, where he also stressed that future research may focus on children's social adjustment and reading acquisition in early childhood education.

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