

Effectiveness of brigada pagbasa program on students' academic program in Filipino: a comparative study

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ABSTRACT

This study aimed to determine the effectiveness of the Brigada Pagbasa Program in enhancing students' academic performance in the Filipino subject at San Vicente National High School. A comparative research design was employed to analyze the academic performance of 50 students before and after their participation in the program during the academic year 2020–2021. The Brigada Pagbasa Program was implemented through structured reading sessions, tutorial activities, and community-supported literacy interventions facilitated by teachers and volunteers. Students' performance was assessed using their final grades in the Filipino subject from Grade 7 (prior to the program) and Grade 8 (after program participation). Results showed that students initially performed at a “moderate” level, with a mean grade of 83.74, which improved to a “high” level, with a mean grade of 87.12 after one year of program implementation. A paired t-test indicated a statistically significant improvement in academic performance ($p < 0.01$). These findings suggest that the Brigada Pagbasa Program was effective in supporting academic achievement in Filipino. However, the study is limited by its focus on a single subject, reliance on historical academic records, and the absence of control for external factors that may have influenced student outcomes.

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1. INTRODUCTION

Reading is widely recognized as the cornerstone of academic success and a vital skill that underpins all other learning disciplines. It is a multifaceted process that goes beyond decoding words; it requires constructing meaning, applying context, and interpreting ideas critically (Wanzek et al., 2017). Despite the Philippines' high literacy rate, many Filipino students continue to face challenges in reading comprehension. Difficulties such as identifying main ideas, making inferences, and connecting textual information to prior knowledge hinder learners' academic performance, particularly in language subjects like Filipino (Idulog et al., 2023).

Brigada Pagbasa is a nationwide reading initiative that seeks to bring together education advocates and stakeholders in a collaborative effort to enhance the reading skills of Filipino children. It serves as a literacy support program complementing the Department of Education's continuing enrichment and remediation activities, while also acting as a social accountability platform that fosters community participation and shares responsibility in ensuring every learner's educational progress (Aquino, 2022). Study revealed that the Brigada Pagbasa program significantly improved students' reading comprehension levels, as evidenced by higher post-test scores and a notable increase in learners categorized under the independent level. The study further emphasized stakeholder participation, funding support, and the availability of reading materials were key factors influencing the program's successful implementation (Hutamares, 2023).

Recent research affirms the program's impact. A study by Almagro et al. (2024) emphasized how well-structured reading programs tailored to specific learning contexts, such as Indigenous People (IP) schools, improved reading outcomes. Similarly, McBreen and Savage (2020) found that targeted reading interventions significantly enhanced the reading motivation and academic performance of students at risk for literacy failure.

Nevertheless, literacy challenges persist. It is observed that many Grade 7 students still struggle with basic reading skills despite years of formal education. These findings underscore the necessity of continuous and data-driven literacy programs that can respond to the evolving needs of learners (Laroza & Amada, 2024). While these studies collectively establish that reading intervention programs contribute to improved literacy outcomes, there remains a paucity of localized and empirical evidence on how the program is implemented across different educational contexts in the Philippines. Most available studies focus on general trends and aggregate results, with limited exploration of contextual factors that influence its success such as the availability of resources, teacher training, school-community partnerships, and the socioeconomic backgrounds of learners (Mirasol et al., 2021). Furthermore, few studies have examined how learners' diverse linguistic and cultural environments or how it addresses varying levels of reading difficulties across grade levels. This gap in the literature underscores the need for in-depth, context-specific investigations that can evaluate not only the program's outcomes but also its processes and mechanisms of impact (Mendoza, 2024; Wakat et al., 2023). Addressing this gap would provide a stronger empirical foundation for refining and scaling literacy initiatives that are responsive to local needs and sustainable within community-driven frameworks.

Considering these issues, this study aimed to assess the effectiveness of the Brigada Pagbasa Program in improving students' academic performance in the Filipino subject at San Vicente National High School. Specifically, it sought to: (1) identify the academic performance of students before the implementation of Brigada Pagbasa, (2) evaluate their performance after the program, and (3) determine whether a statistically significant difference exists in the academic performance of students before and after the intervention.

2. METHODOLOGY

2.1. Design

This study employed a comparative research design to assess the significant difference in academic performance before and after the implementation of the Brigada Pagbasa Program. The design allowed for a systematic comparison of students' academic outcomes, providing a clear picture of how performance evolved over time. Since the Brigada Pagbasa Program is a reading intervention, the study specifically focused on academic performance in the Filipino subject, which serves as an indirect measure of students' reading comprehension and language proficiency. By analyzing performance in this subject, the study aimed to capture the program's impact on students' reading skills, as reflected in their ability to comprehend and engage with the Filipino language and texts.

2.2. Participants

The participants of the study consisted of 50 eight-grade students from San Vicente National High School, selected through purposive sampling. This technique was used to ensure that the respondents were specifically aligned with the study's objectives and represented the student population who participated in the Brigada Pagbasa Program. Purposive sampling allowed for a targeted selection of students who had direct exposure to the program, ensuring relevance to the study's goals.

2.3. Setting

This study was conducted at San Vicente National High School, where the Brigada Pagbasa Program was implemented. The school was selected as the research site due to its active participation in the program, allowing for an effective evaluation of its impact.

2.4. Research Instrument

The primary research instrument consisted of students' official academic records in the Filipino subject, which included cumulative grades from quizzes, assignments, and examinations. These records provided a quantitative measure of students' academic standing and served as the main basis for evaluating changes in performance following the Brigada Pagbasa Program.

2.5. Data Gathering Procedure

To assess the effect of the Brigada Pagbasa Program, data were collected at two key time points: the students' academic performance in Grade 7 (prior to the program's implementation) and their performance in Grade 8 (after completing the program). The analysis focused on students' performance in the Filipino subject, which served as an indirect indicator of reading comprehension and language proficiency.

Given that the Brigada Pagbasa Program primarily aims to strengthen reading skills, students' grades in the Filipino subject—including their performance in assignments, quizzes, and examinations—were utilized to measure the program's overall impact on their reading ability. These academic records were selected as the main data source because they reflect not only language proficiency but also comprehension and analytical engagement with texts.

The researchers coordinated closely with school administrators and Filipino subject teachers to obtain verified academic records for both Grade 7 and Grade 8, ensuring data completeness and reliability. All data collection procedures followed established ethical guidelines, maintaining the confidentiality and integrity of students' academic information.

2.6. Ethical Considerations

Ethical standards were strictly observed throughout the research process. Informed consent was obtained from both the school authorities and the student participants. Confidentiality was maintained concerning the students' academic records, and all data was used solely for the purposes of this study. No personal information was disclosed, and the findings were reported in aggregate to protect the identities of the students.

2.7. Data Analysis

Descriptive and inferential statistical techniques were employed to analyze the collected data. The mean was calculated to determine students' average academic performance before and after program implementation. To assess whether the observed differences between Grade 7 and Grade 8 performances were statistically significant, a t-test was conducted. This statistical approach was selected for its suitability in comparing two related data sets, allowing the researchers to determine whether improvements in academic performance could be attributed to the Brigada Pagbasa Program.

3. RESULTS

3.1. Level of Academic Performance before implementation of Brigada Pagbasa

Results revealed that the level of academic performance in the Filipino subject before the implementation of the Brigada Pagbasa Program was moderate (mean = 83.74). It was also shown that 7 students (14.0%) had scores ranging from 75–79, 15 students (30.0%) from 80–84, 24 students (48.0%) from 85–89, and 3 students (6.0%) from 90–100, while 1 student (2.0%) scored below 75, indicating insufficient knowledge in the subject [Table 1].

Table 1. Level of academic performance before implementation of brigada pagbasa (n=50).

LEVEL OF ACADEMIC PERFORMANCE	FREQUENCY	PERCENT (%)
Very Low	1	2.0
Low	7	14.0
Moderate	15	30.0
High	24	48.0
Very High	3	6.0
Mean= 83.74 (Moderate)		

Scale: 0-75 = Very Low; 75-79 = Low; 80-84 = Moderate; 85-89 = High; 90-100 = Very High

3.2. Level of Academic Performance after Implementation of Brigada Pagbasa

Results revealed that after the implementation of the Brigada Pagbasa Program, the level of academic performance in the Filipino subject was high (mean = 87.12). This finding indicates that the program positively influenced students' academic performance, showing improvement after its implementation. Notably, 22 students (44.0%) scored between 85–89, 8 students (16.0%) between 80–84, and 16 students (32.0%) between 90–100, demonstrating a significant increase in performance levels. Meanwhile, 4 students (8.0%) scored between 75–79, and none (0%) scored below 75 [Table 2].

Table 2. Level of academic performance after implementation of brigada pagbasa (n=50).

LEVEL OF ACADEMIC PERFORMANCE	FREQUENCY	PERCENT (%)
Low	4	8.0
Moderate	8	16.0
High	22	44.0
Very High	16	32.0
Mean = 87.12 (High)		

Scale: 0-75 = Very Low; 75-79 = Low; 80-84 = Moderate; 85-89 = High; 90-100 = Very High

3.3. Academic Performance Before and After Implementation of Brigada Pagbasa

Results revealed a significant difference in the academic performance of students before and after the implementation of the Brigada Pagbasa Program (p-value <0.001). This indicates that the improvement in students' academic performance following the program's implementation was statistically significant. [Table 3].

Table 3. Significant difference on the academic performance before and after implementation of Brigada Pagbasa.

VARIABLE	t-value	p-value
Academic Performance (Before and After Implementation)	7.367	<0.001

*<.01 Significant

4. DISCUSSION

This study explored the transformative impact of the Brigada Pagbasa program on the academic performance of students at San Vicente National High School. Initially, students' academic performance was characterized as moderate, particularly in the Filipino subject. However, after a year-long effort and the implementation of the comprehensive Brigada Pagbasa program, there was a significant and remarkable improvement in their academic performance. This change demonstrates the program's positive influence on the students' learning experience.

Abulon (2014) asserts that structured, intensive, and community-supported supplementary literacy programs can significantly enhance students' academic outcomes. This aligns with findings from Almagro et al. (2024), which examined reading programs for non-readers in Indigenous People (IP) schools. Their study highlighted challenges such as students' difficulties with fundamental reading skills, language transitions, and limited parental support, all of which negatively impacted reading comprehension. It also emphasized the importance of continuous practice, contextualized materials, and differentiated reading programs for improving literacy. These issues reflect the moderate academic performance observed in the Filipino subject before the Brigada Pagbasa Program, suggesting that reading comprehension deficiencies were a major factor hindering students' overall academic success.

McBreen and Savage (2020) further support this idea, emphasizing that strong reading skills are essential for deepening understanding, recognizing context, and accurately interpreting symbols within texts. The results of this study echo these claims, as the Brigada Pagbasa Program improved students' academic performance by strengthening their reading skills, which likely enhanced their comprehension of the Filipino subject. The increase in students' performance, evidenced by higher scores, indicates that the program effectively supported cognitive development, reinforcing the idea that improved reading skills lead to better academic achievement. This study's findings offer substantial evidence that the Brigada Pagbasa program played a crucial role in enhancing reading comprehension, thereby contributing to higher academic performance in the Filipino subject. These results underscore the importance of targeted literacy interventions in fostering academic success.

The statistical analysis conducted further reinforced these observations, revealing a statistically significant difference in students' academic performance before and after the introduction of the Brigada Pagbasa program. This result underscores the program's effectiveness in enhancing students' proficiency, particularly in reading and its related subjects. As noted by Andalajao-Dalanon (2024), interventions aimed at improving reading proficiency often led to broader academic improvements across various learning domains. The Brigada Pagbasa program's holistic approach, which includes reading sessions, tutorial programs, and parental involvement, was a key factor contributing to the significant academic improvements observed among students.

This study highlights the positive impact of the Brigada Pagbasa program on students' reading skills, which in turn improved their overall academic performance. Balansag (2025) emphasizes that effective reading is crucial for successful learning and academic development. The study's results provide strong evidence of this, confirming that the Brigada Pagbasa program's focus on improving reading comprehension directly contributed to better academic outcomes. This improvement can be attributed to the well-structured implementation of the program, the presence of skilled facilitators, and the use of effective instructional tools and materials.

Moreover, the findings of this study affirm the program's value as an educational initiative. The Brigada Pagbasa program not only targets academic enhancement but also emphasizes the importance of developing strong foundational literacy skills, which UNESCO (2006) identifies as essential for lifelong learning and overall educational success. These foundational skills provide students with a solid basis for a more enriched and comprehensive learning experience. The program's success thus highlights the potential of targeted interventions in other key academic areas, demonstrating the importance of educational initiatives that are tailored to the specific needs of learners.

Furthermore, the study's results emphasized the transformative potential of well-designed, comprehensive educational programs like Brigada Pagbasa. As Darling-Hammond et al. (2025) assert, evidence-based interventions, when effectively implemented, can substantially improve educational quality and equity. The positive impact observed on students' academic performance reinforces the need for continued investment in initiatives that aim to elevate the quality of education. These results serve as a compelling reminder to educators and policymakers of the importance of developing and implementing programs that enhance the overall learning experience and outcomes, particularly in foundational subjects such as Filipino.

This study was limited to assessing the academic performance of students in the Filipino subject before and after the implementation of the Brigada Pagbasa Program within a single school setting. The sample size was relatively small and may not represent the broader student population, thereby limiting the generalizability of the findings. Additionally, the study focused solely on quantitative measures of academic performance, without incorporating qualitative insights such as students' reading attitudes, motivation, or engagement levels. External factors such as teacher strategies, parental support, and learning environment were also not controlled, which may have influenced the results.

Based on the findings of the study, it is recommended that the Brigada Pagbasa Program be sustained and expanded to include more students and grade levels to further enhance academic performance, particularly in reading comprehension and Filipino subjects. Teachers are encouraged to integrate interactive reading activities and individualized support to maintain student engagement and motivation. School administrators may consider conducting regular monitoring and evaluation to ensure the effectiveness of the program and identify areas for improvement. Moreover, future researchers are encouraged to include qualitative approaches such as interviews or focus group discussions to gain deeper insights into students' learning experiences and to examine other factors that may influence academic performance, such as parental involvement and socio-economic background.

5. CONCLUSION

This study examined the transformative effect of the Brigada Pagbasa program on the academic performance of students in San Vicente National High School. Initially, the academic performance of students in their Filipino subject characterized as moderate before the implementation of the Brigada Pagbasa program. However, after a dedicated effort and the program's comprehensive intervention, there was a remarkable transformation in their performance, elevating it to a high level. This improvement underscores the significant positive effect of the Brigada Pagbasa program on the students' learning journey. Moreover, statistical analysis further solidified these observations by revealing a statistically significant difference in academic performance when comparing the period before and after the program's introduction. This evidence substantiates the program's effectiveness in enhancing students' proficiency in their subject and reaffirms its role as a valuable educational initiative. It also highlights the importance of targeted interventions in fostering a stronger foundation in key academic areas, ensuring a more comprehensive and enriched learning experience for students.

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