



Outcome on the localized storybooks exhibit as supplementary reading materials: Basis for the enhancement of activities of the program

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Abstract

In the Philippine educational contexts, reading has received a considerable attention because of its significant role not just in one's academic life but also in personal life. The pertinent research study sought to: (1) determine the outcomes of localized storybooks as assessed by learners, teachers, and school heads in terms of features; and, (2) identify the implications of localized storybooks exhibit in terms of reading engagement as assessed by learners, teachers, and school heads. 244 students from different elementary schools in Parañaque City participated in the Hooked on Localized Storybooks as Supplementary Reading Materials exhibit. Also, 44 teachers and 16 school heads served as observers and witnesses to the conducted activity. Questionnaires were distributed to the participants via Google Form. Collected data were analyzed and to ensure the validity and accuracy of the same, ANOVA was utilized. Experts in the field of Education served as examiners and interpreters of the data. Results revealed that students found the materials engaging and that their understanding of the texts increased. For teachers and school heads, the materials provided promising opportunities for target students to achieve desired learning outcomes in reading and literacy. Problems were identified and recommendations were provided.

Keywords: Reading; Storybooks; Enhancement Activities; Reading Program

1. Introduction

Reading, as one of the macroskills in language, is a linguistic process whereby a reader makes sense of the printed texts (Goodman, 1996). Thus, reading competencies must be possessed and developed in the early years of a person so as to enable him to understand the world around him. Having reading skills does not contemplate the ability to read but also the capacity to understand, draw or "make sense" of the texts (Alderson, et.al., 1984 cited in Morales et.al., 2026). As elucidated by Marquez (2008), drawing from Clymer's (1968) proposition, comprehension is the main goal of reading; regardless of a reader's age or skill level, reading is pointless without understanding.

Reading has captivated the attention of many especially those engaged in the early childhood education. In this instance, it is conceived that reading at the early age of individuals is a critical moment that serves as a predictor of the future successes one may aspire. As Graesser (2015) pointed out that students who do not develop reading comprehension skills are most likely to suffer when they face real world situations that require an iota of reading skills; they in effect are more prone to disadvantages like for instance, bullying.

Globally, reading among students has received a considerable attention not only because of its significance in life but most strikingly, the roles of reading among the youth; that is, there are deteriorating foundational readings skills and reading comprehension among those in the primary and secondary educational institutions. This problem has been the center of focus of many studies since the floundering and languishing competencies of the students will and can provide wide-ranging adverse effects both in the macro and micro aspects affecting the individuals and the community at large.

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Nagima et. al. (2022) propounded that reading is not just a pedagogical concern but also a social priority. Empirical evidence show that literate populations can significantly affect the fate of the country. It has been found that the more literate the people are, the higher the probability that instantaneous progress and development will take place (Mtika & Abbott, 2023). Thus literacy has both personal and social benefits such as enhanced quality of life, low mortality rate, and competitive and productive economy, among others (Shahid, et. al., 2022).

In the United States of America, reading is likewise a social concern. The presence of technology has produced a counterproductive effects among teenagers aged 12 to 17 years old. In a meta-analysis study conducted by Zablotzky, et.al. (2024) utilizing 2021 to 2023 reports/studies on the exposure of teenagers on screen, there are three criteria being utilized such as: hours spent on screen, educational attainment of parents, and location; that is, metropolitan or nonmetropolitan where teenagers live. It was found that high-level of screen time has been linked to poor sleep habits, depression, fatigue, and symptoms of anxiety. About one-half of teenagers spent more than 4 hours on the screen on a daily basis. The time spent varies in terms of age, race, and Hispanic origin. Additionally, girls spent more daily screen time as compared to boys. Black non-Hispanic teenagers were more likely to have 4 hours or more daily screen time. The contributors to this seemingly addictive behavior among the subject-participants were, among others, parental education and urbanization level. With regard to parental education, the study found that teenagers whose parents attained college or less educational level spent 4 or more hours on screen (55%) while those parents whose educational attainment is college or higher spent less compared to their counterparts (45.2%). Moreover, the location where teenagers live was found to have contributed to their daily screen time activities. Consequently, those living in the metropolitan areas spent 4 hours or more on their screen (51.4%) while those in the nonmetropolitan areas spent 4 or less hours on screen (43.3%). In all, this study indicated that teenagers who spent 4 or more hours on screen are more susceptible to exhibit higher tendencies anxiety and depression.

In contrast, insofar as the context of education is concerned, Dela Cruz & De Guzman (2019) asseverated that technology integration provides enhancement of student learning outcomes. On the other hand, Alzahrani & Alghamdi (2019) provided a contrary view which stated that the presence of social media and the excessive use of the same give negative influence on the students on how they digest information or instructions from their teachers. This assertion has been corroborated by Sulaiman & Hussin (2019) stating that distractions, a maladaptive behavior, caused by social media platforms are indications of poor academic performance.

To resolve this confounding problem in the education, Cañete (2024) subscribed and advocated for strong focus on contents, appropriate strategies, quality instructional materials which will be a key to attaining enhanced student outcomes. With this, students will become functionally literate (Lorbis, 2019). Indeed, literacy has become the point of interest in the field of education.

In the 2019 report of National Assessment of Education Progress conducted by the US federal government it was indicated therein that 35% of the fourth-graders and 34% of the eight-graders were classified as "proficient readers." To be considered "proficient" the students concerned should be able to integrate and interpret texts and apply their understanding of the texts to draw conclusions and make necessary evaluations. It was further disclosed that students who scored low in the Proficiency Test tend to experience work-related challenges; that is, they become prone to unfair labor practices and inhumane work conditions. Likewise, they tend to receive salary/wage less or half of the wage of those skilled readers (Baker, et.al., 1997).

For proficiency, Lonigan, et.al. (cited in Grindal, et.al., 2019) posited that oral reading proficiency and vocabularies are strong predictors of grade 3 pupils reading proficiency. There are aspects that need to be considered and placed in a microscopic examination before a conclusion as to proficiency can be had. For instance, demographics and experiences; that is, those in and out of classrooms, can influence and contribute to the students reading proficiency (Scanmacca, et.al., 2019).

Interestingly, reading skills or literacy has been associated with probability or propensity of a person to be incarcerated and to do crime or felonies. Thus, juvenile offenders have relatively lower levels of literacy (Greenberg, Dunleavy, & Kutner, 2007). Corollary, less-skilled readers have lower level of metacognition e.g. they cannot do simple inferences out of the texts or cannot even conduct a simple summarization of the texts (Theide, et.al., 2010) also they cannot identify or remember central ideas of the texts (Miller & Keenan, 2009 cited in O'Reilly et.al., 2019). Subsequently, it is beyond cavil that those less-skilled readers lack adequate foundational reading skills e.g. limited vocabularies or morphological awareness (ability to understand words and their meaning), low level of phonemic awareness, and decoding skills. All of these contribute to their failure to express either in spoken or written for their ideas, feelings, and the like. If the students have low foundational reading skills then its concomitantly and conclusively presumed that it would difficult for them to develop competencies in reading comprehension (O'Reilly, et.al., 2019).

There is an obvious characteristic among skilled readers that is absent among less-skilled readers. The former constantly engages in reading. As a result, automaticity has been developed among them. On the other hand, less-skilled readers avoid reading because of the following reasons such as, low self-efficacy and low motivation (Allington, 1984; Carroll & Fox, 2017; Hick, 2026). Concurrently, it has been found that students who frequently engaged in reading typically do better in courses that call for a high level of comprehension and critical thinking (Ilogu & Okeye, 2021). Similarly, students who have developed fondness in reading show enhanced cognitive capacities thereby allowing them to evaluate and analyze complex ideas and that they have a better memory and retention of knowledge, even in subjects beyond the ambit of the curricula (Lopez & Garcia, 2020). Note-worthy, Krashen and Terrells (1996) believed that habits insofar as reading is concerned can be developed at an early age. However, it has been asserted that reading ability is a complex and somehow laborious purposive actuation since it requires discipline and years of training and practice (Castles et. al., 2018). Given the foregoing, it is adduced that a child who has been structured and nurtured in reading activities has a better competitive advantage as compared to his counterpart children who in contrast do not develop good habits in reading at an early age.

There are many factors that contribute to the low level of literacy among students despite the bonanza of available instructional or learning materials. Hence, effective assessment and corollary reform or changes must be made so as to attain desirable and satisfactory learning outcomes.

In the Philippines, problems concerning reading seem to occupy a niche in the educational settings not because they are desired but they are critical and thus alarming.

Based on the 2018 Report promulgated by Organisation for Economic Co-operation and Development (OECD), 1 out of 5 Filipino students or 19.4% achieved at least the minimum proficiency level in overall reading literacy. In the same year, it was found that Filipino students aged 15 years old ranked last in reading proficiency compared to their age-level counterparts (PISA, 2018). There have been factors identified that contribute to this problem which can be summed up into three viz: First, Socio-economic contexts/home; second, reading classroom contexts; and third, schools social contexts.

To resolve the foregoing problem, Lucas et.al. (2021) recommended that the Department of Education (DepEd) should address negative psychosocial experiences of students and that there must be a collective action that is needed among parents, teachers, and other educational stakeholders. Hence, these only imply that reading challenges among grade schoolers cannot be exclusively linked to curricular aspects but also to non-curricular aspects such as parental involvement and intrinsic aspects such as motivations.

There have been many efforts initiated by the Philippine government to curb the increasing numbers of the students who cannot read or if they can read but cannot understand what they read. None other than the 1987 Philippine Constitution which serves as the fundamental framework for governmental affairs provides in Article II, Sec. 13 that the State recognizes the vital role of the youth in nation-building and that the government must promote and protect the youth's physical, moral, spiritual, intellectual and social well-being. The framers of the Constitution acknowledged in the 1986 constitutional convention during the deliberations that citizens must be abreast with the domestic and international affairs; that they must be clothed with sufficient skills and competencies because a State whose citizens are skilled and knowledgeable concerning many aspects of human life will serve as assets that will enhance the Philippine stature in the global arena and that the State will be able to attain its aspirations towards progress and development (Bernas, 2009; Defensor-Santiago, 2000; Cruz & Cruz, 2024). Moreover, pursuant to the commitment of the Philippines towards upholding education international law has been part of the law of the land which tackles the dignity and education as fundamental human rights that cannot be arbitrarily deprived without transgressing the due process clause and the equal protection clause (United Nations, 2026 citing Universal Declaration of Human Rights, 1948; Lee, 2020). Likewise, since the Philippines is a member of peace-loving countries and international community, it is now embedded in its policies the United Nations Sustainable Development Goal 4 that upholds inclusive and equitable quality education for all citizens regardless of creeds, religion, political affiliations, and race or ethnic origins. As such, the Philippine Constitution provided a separate article that deals with education, science and technology, arts, culture, and sports (Article XIV, 1987 Constitution). There, it is explicitly provided, among others, that State through its governmental machineries shall provide quality education among all citizens at all levels and shall take appropriate steps to make the education accessible to all and that the government must establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of all.

Despite this strong state policies, citizens in the Philippines and many of them are from the bracket of students; hence, 5.58 million in 2024, are considered literate but not functionally literate (Philippine Statistics Authority, 2025 citing FLEMMS, 2024 Report).

Based on the study conducted by Second Congressional Commission on Education (EDCOM 2) in 2025 it was revealed that 24.8 million Filipinos are considered functionally illiterate; that is, they can read but they do not understand or fully comprehend what they read. Marcelo & Santillan (2020) indicated that almost 20.1 million Filipinos aged 10-64 cannot comprehend what they read. This phenomenon has led governmental institutions, scholars, and academicians alike to take initiatives by proposing potential solutions in order shed light on how to resolve this exacerbating educational crisis in the Philippines.

In line with this, it has been identified that almost 1.3 million grade 11 senior high school students can read but cannot understand what they read (DepEd, 2026). According to EDCOM II report, only 12% grade 11 students can read with comprehension or understanding; more than 58% or almost 873,000 students are in the Frustration Level which means that they experience difficulty in understanding what they are reading; more than 28% or more than 422,000 students are in the Instructional Level which means that they can read but they require assistance or scaffolding from their teachers. Likewise, as pointed out by EDCOM II, 40% of students from different grade levels suffer from reading-related challenges.

Tamayo & Alejo (2026) advocated for the use of contextualized reading materials so that the interests of the students especially grade 3 students can be obtained. It was found that the utilization of contextualized reading materials significantly enhance the reading and linguistic skills such as fluency of the pupils. In conjunction, reading as a tentative information processing (Chomsky, 1957 cited in Goh & Silver, 2006) connotes the presence or existence of cultural constructs embedded in the texts. Hence, scholars and academicians alike advocated for contextualized instructional materials so that students from different grade levels can have a 'grounding foundation' in the issue-area/subject-area being introduced during formal class discussions. In a study conducted by Dinoy (2024) it was revealed that validated contextualized learning materials for grade 5 pupils provided significant change in the performance of the students concerning reading proficiency, reading comprehension, and language competencies. This result reflected on the conducted pre-test and post-tests for the pupils concerned.

Accordingly, the NCR Regional Director has included foundational skill development as a key component of a five-point agenda for education. Strengthening reading skills early ensures that learners can engage effectively with the curriculum and reduces long-term educational disparities. Academic Recovery and Accessible Learning (ARAL) Program, guided by DepEd Order No. 018, s. 2025, provides structured guidelines for supporting learners across all educational levels. The program focuses on offering additional interventions for students who require assistance, including those with special needs or learning difficulties. Its objectives are ensuring equitable access to education for all learners; providing structured recovery sessions, remedial classes, and personalized learning plans; and implementing a monitoring and assessment system to track learners' progress and improve program execution.

Given the foregoing, there seems to be a lack of study referring to the context of the Schools Division of Parañaque City as regards the implementation of contextualized reading materials specifically the so-called "Hooked on Localized Storybooks: A Supplementary Reading Materials Exhibit in Support of the ARAL Program" as applied in the settings of the said research locale.

Hence, this research particularly sought to achieve the following objectives:

- Determine the outcomes of localized storybooks as assessed by learners, teachers, and school heads in terms of features;
- Identify the implications of localized storybooks exhibit in terms of reading engagement as assessed by learners, teachers, and school heads.

2. Methodology

The design of this study consists of both quantitative and qualitative approaches (mixed methods are effective because they integrate statistical measurement with detailed explanations, allowing triangulation and producing a deeper, more reliable understanding of a research problem. The respondents of this study were 244 students from various SDP Paranaque schools, ranging from Key Stage 1 to Key Stage2, who participated in the Hooked on Localized Storybooks as Supplementary Reading Materials exhibit. Additionally, 44 teachers and 16 school heads served as observers and witnesses to the conducted activity. The questionnaires were distributed to the participants via Google Form. After collecting the necessary responses, the accuracy and validity of the data were ensured using statistical tools such as ANOVA. Experts in the field of Education analyzed the data to further examine the correctness of the statistics and concomitant interpretations were given.

3. Results and Discussion

This chapter presented the data gathered through the research instrument which is the questionnaire. It also shows the analysis of the data based on the statistical treatment applied and interpretations were given to associate meaning in the analysis made.

3.1. Outcomes of localized storybooks exhibit in terms of features

Table 1 Outcomes of localized storybooks exhibit in terms of features as assessed by learners.

Criteria	Learners		
	Mean	SD	Verbal Interpretation
I can relate to the story because it reflects our local culture and experiences. <i>Nauunawaan ko ang kuwento dahil ito ay tungkol sa ating kultura at mga karanasan.</i>	3.52	0.82	Strongly Agree
I find the words and sentences in the story easy to read and understand. <i>Madali para sa akin na basahin at unawain ang mga salita at pangungusap sa kwento.</i>	3.50	0.80	Strongly Agree
I learn important lessons and school competencies from the story. <i>Natututo ako ng mahalagang aral at kakayahan sa paaralan mula sa kuwento.</i>	3.59	0.77	Strongly Agree
I know the pictures and design make the story interesting and enjoyable to read. <i>Alam ko, ang mga larawan at disenyo ay ginagawang kawili-wili at masaya basahin ang kuwento.</i>	3.59	0.78	Strongly Agree
I know the story is well-organized and easy to follow from beginning to end. <i>Alam ko, maayos ang pagkakaayos ng kuwento at madaling sundan mula simula hanggang katapusan.</i>	3.56	0.75	Strongly Agree
Overall Assessment	3.55	0.71	Strongly Agree

Legend: 1.00 – 1.49 Disagree; 2.50 – 3.49 Slightly Agree; 1.50 – 2.49 Agree; 3.50 – 4.00 Strongly Agree

The learners gave a highly positive assessment of the features of the localized storybooks, with an overall mean score of 3.55 (Strongly Agree). The highest ratings were given to statements related to the acquisition of valuable lessons and competencies, as well as the attractive design and illustrations ($M = 3.59$), indicating that the storybooks are effective as both instructional materials and tools for motivating learners to read. This finding supports Dinoy (2024) stating that contextualized learning materials such as in this case, storybooks made by teachers, are effective tools to enhance students engagement in the teaching and learning processes.

Table 2 Outcomes of localized storybooks exhibit in terms of features as assessed by teachers.

Criteria	Teachers		
	Mean	SD	Verbal Interpretation
The learner is able to relate to the story because it reflects local culture and experiences.	3.62	0.81	Strongly Agree
The learner finds the words and sentences in the story easy to read and understand	3.67	0.83	Strongly Agree
The learner learns important lessons and school competencies from the story	3.62	0.81	Strongly Agree
The learner finds the pictures and design make the story interesting and enjoyable to read	3.71	0.82	Strongly Agree
The learner finds the story is well-organized and easy to follow from beginning to end.	3.64	0.83	Strongly Agree
Overall Assessment	3.65	0.77	Strongly Agree

Legend: 1.00 – 1.49 Disagree; 2.50 – 3.49 Slightly Agree; 1.50 – 2.49 Agree; 3.50 – 4.00 Strongly Agree

Teachers gave a highly positive evaluation of the localized storybooks, obtaining an overall mean score of 3.65 (Strongly Agree). The highest-rated criterion was the attractiveness of the illustrations and design ($M = 3.71$), indicating that these features help make the stories more engaging and encourage learners to read. The results also suggest that the storybooks are effective in enhancing learners' comprehension, reflecting local culture, and developing important values and competencies. According to Dentos and Al Otaiba (2017) that structured reading activities contribute to the development of literacy skills of students. In this case, the results show that storybooks enhance students comprehension and cultural awareness.

Table 3 Outcomes of localized storybooks exhibit in terms of features as assessed by school heads.

Criteria	School Heads		
	Mean	SD	Verbal Interpretation
The learner is able to relate to the story because it reflects local culture and experiences.	3.81	0.40	Strongly Agree
The learner finds the words and sentences in the story easy to read and understand	3.75	0.58	Strongly Agree
The learner learns important lessons and school competencies from the story	3.75	0.58	Strongly Agree
The learner finds the pictures and design make the story interesting and enjoyable to read	3.69	0.79	Strongly Agree
The learner finds the story is well-organized and easy to follow from beginning to end.	3.81	0.40	Strongly Agree
Overall Assessment	3.76	0.54	Strongly Agree

Legend: 1.00 – 1.49 Disagree; 2.50 – 3.49 Slightly Agree; 1.50 – 2.49 Agree; 3.50 – 4.00 Strongly Agree

Table 3 shows that school heads strongly agree that the localized storybooks exhibit has positive implications for learners, as reflected in the overall mean of 3.76 ($SD = 0.54$). The highest-rated features were the stories' cultural relevance and clear organization ($M = 3.81$), indicating that learners can easily relate to and understand the stories. The readability of the language and the stories' ability to develop important lessons and competencies also received high ratings ($M = 3.75$). Meanwhile, the pictures and design were viewed as engaging and enjoyable ($M = 3.69$). Overall, the findings suggest that localized storybooks effectively promote learner engagement, comprehension, and meaningful learning experiences. This results based on the assessment of head teachers imply that implementation of activities such in this case, exhibition of storybooks, are correlated to effective and successful attainment of learning outcomes (Harn, et.al., 2017).

3.2. Outcome of localized storybooks exhibit in terms of reading engagement

In table 4, The results show that learners had a highly positive perception of the reading exhibit, as reflected in the overall mean of 3.54 (Strongly Agree). This indicates that the exhibit effectively promoted reading engagement, confidence, and learning among learners. The highest-rated indicator was the improvement of reading comprehension, vocabulary, and understanding of cultural contexts ($M = 3.59$), suggesting that the exhibit significantly enhanced learners' literacy skills. Learners also found the experience enjoyable and meaningful ($M = 3.57$).

Table 4 Implications of localized storybooks exhibit in terms of reading engagement as assessed by learners.

Criteria	Learners		
	Mean	SD	Verbal Interpretation
I enjoy reading and look forward to engaging with different types of reading materials. <i>Nasiyahan akong magbasa at sabik makipag-ugnayan sa iba't ibang uri ng babasahin.</i>	3.50	0.79	Strongly Agree
I feel confident in my ability to understand and interpret the texts I read. <i>Naramdaman ko ang kumpiyansa sa aking kakayahan na maunawaan at maintindihan ang mga tekstong binabasa ko.</i>	3.52	0.76	Strongly Agree
I realized the important of reading books, articles, or other learning materials both in and outside of school. <i>Naisip ko ang halaga ng pagbabasa ng mga libro, artikulo, o iba pang mga materyales sa pag-aaral sa loob at labas ng paaralan.</i>	3.49	0.78	Agree
I found the reading exhibit to be an enjoyable and meaningful learning experience. <i>Naging masaya ako at makahulugan ang karanasan sa pag-aaral sa reading exhibit.</i>	3.57	0.73	Strongly Agree
I improved my reading comprehension and understanding of cultural contexts, story elements, and vocabulary. <i>Napaunlad ko ang aking kakayahan sa pag-unawa sa binabasa at sa pag-intindi ng kontekstong pangkultura, mga elemento ng kuwento, at bokabularyo.</i>	3.59	0.73	Strongly Agree
Overall Assessment	3.54	0.67	Strongly Agree

Legend: 1.00 – 1.49 Disagree; 2.50 – 3.49 Slightly Agree; 1.50 – 2.49 Agree; 3.50 – 4.00 Strongly Agree

Although recognizing the importance of reading inside and outside school received the lowest mean ($M = 3.49$), it was still rated positively. Overall, the findings suggest that the reading exhibit was an effective tool for fostering learners' interest in reading and supporting literacy development. The results support what Tamayo & Alejo (2026) asserted that contextualized as compared to non-contextualized reading materials enhance students reading comprehension and increase their reading speed.

Table 5 Implications of localized storybooks exhibit in terms of reading engagement as assessed by teachers.

Criteria	Teachers		
	Mean	SD	Verbal Interpretation
The learner enjoys reading and look forward to engaging with different types of reading materials.	3.69	0.76	Strongly Agree
The learner feels confident in my ability to understand and interpret the texts I read.	3.51	0.76	Strongly Agree
The learner realized to read books, articles, or other learning materials both in and outside of school.	3.51	0.87	Strongly Agree
The learner found the reading exhibit to be an enjoyable and meaningful learning experience	3.73	0.65	Strongly Agree
The learner improved my reading comprehension and gained a deeper understanding of cultural contexts, story elements, and vocabulary relevant to my experiences.	3.60	0.86	Strongly Agree
Overall Assessment	3.61	0.72	Strongly Agree

Legend: 1.00 – 1.49 Disagree; 2.50 – 3.49 Slightly Agree; 1.50 – 2.49 Agree; 3.50 – 4.00 Strongly Agree

The table shows an overall mean of 3.61 (SD = 0.72) with a verbal interpretation of Strongly Agree, indicating that teachers highly perceive the reading exhibit as effective in enhancing learners' reading attitudes and skills. The highest rating was on learners finding the exhibit enjoyable and meaningful (M = 3.73), followed by increased interest in various reading materials (M = 3.69), while the remaining indicators (M = 3.51–3.60) suggest improvements in learners' confidence, reading habits, comprehension, vocabulary, and understanding of cultural contexts. As stated by Nagima et. al. (2022) propounded that reading is not just a pedagogical concern but also a social priority. The results indicate that reading allows the learners elevate their awareness and overall stature in language.

Table 6 Implications of localized storybooks exhibit in terms of reading engagement as assessed by school heads

Criteria	School Heads	
	Mean	Verbal Interpretation
The learner enjoys reading and look forward to engaging with different types of reading materials.	3.75	Strongly Agree
The learner feels confident in my ability to understand and interpret the texts I read.	3.75	Strongly Agree
The learner realized to read books, articles, or other learning materials both in and outside of school.	3.69	Strongly Agree
The learner found the reading exhibit to be an enjoyable and meaningful learning experience	3.75	Strongly Agree
The learner improved my reading comprehension and gained a deeper understanding of cultural contexts, story elements, and vocabulary relevant to my experiences.	3.63	Strongly Agree
Overall Assessment	3.71	Strongly Agree

Legend: 1.00 – 1.49 Disagree; 2.50 – 3.49 Slightly Agree; 1.50 – 2.49 Agree; 3.50 – 4.00 Strongly Agree

The data show that school heads have a highly favorable assessment of the learners' reading experiences, with an overall mean of 3.71 interpreted as "Strongly Agree." This indicates that learners are perceived to be highly engaged in reading, showing enjoyment, confidence, and a consistent willingness to read both inside and outside school. They also find the reading exhibit meaningful and enjoyable, while demonstrating improved comprehension and better understanding of cultural contexts, story elements, and vocabulary. This finding supports what Goodman (1996) stated that reading is a process of making sense by which reading does not only an act of passivity but also an active act for receiving information; hence, in language process reading is considered a receptive mode of acquiring and making sense of information out of the texts.

3.3. Difference in the assessment of 3 groups of respondents on the implications localized storybooks

Table 7 Difference in the assessment of the 4 groups of respondents (learners, teachers and school heads) on the on the implications localized storybooks

Criteria	Computed F - value	Critical Value @ 0.05	df	Decision on Ho	Interpretation
Features	0.957	3.026	2, 302	Accept	Not Significant
Reading Engagement	0.662	3.026	2, 302	Accept	Not Significant
Overall Assessment	0.725	3.026	2, 302	Accept	Not Significant

Table 7 shows that learners, teachers, and school heads have similar views on the localized storybooks, with no significant differences found using ANOVA (Features: $F(2,302)=0.96$, $p>.05$; Reading Engagement: $F(2,302)=0.66$, $p>.05$; Overall Assessment: $F(2,302)=0.73$, $p>.05$). This means all three groups consistently agree that the storybooks are well-designed, engaging, and effective as supplementary reading materials. The results indicate a strong consensus that the materials support reading interest and learning, suggesting they are positively received across the school community and can be further strengthened in implementation rather than revised due to differing opinions.

Table 8 Challenges Encountered in Conducting the Localized Storybooks Exhibit as Supplementary Reading Materials

Theme	Code	Statement	Interpretation
Limited Physical Space and Overcrowding	cramped area, crowded venue, insufficient space, discomfort, stepping on materials	☐ People were stepping on my things accidentally because of the cramped space ☐ Not enough space for everyone ☐ The venue is crowded ☐ The location was conducive but incommodious to accommodate all students ☐ Some kids feel uncomfortable when many children participate ☐ Need for a bigger space ☐ Lack of shell/space ☐ Area is too small and becomes crowded	Participants consistently described space constraints as a major barrier. Overcrowding affected comfort, movement, and the ability of learners to fully participate in activities. While the location was generally acceptable, its capacity was inadequate for the number of participants, resulting in distraction and reduced engagement.
Limited Resources and Materials	lack of materials, insufficient books, lack of funding, unavailable crayons	☐ Limited materials ☐ Some materials like crayons are not immediately available ☐ Lack of funding and limited storybooks ☐ Difficult to provide enough printed reading materials	The implementation was hindered by insufficient instructional resources. Shortage of storybooks and art materials restricted participation and limited the learning experience, indicating the need for improved material preparation and funding allocation.
Time Constraints	limited time, extended exhibit time, students unable to explore	☐ Limited time ☐ So many pages to read but little time ☐ Many students didn't get the chance to explore more books ☐ Extended time of exhibit ☐ Time constraints	Participants expressed difficulty balancing the number of activities with the time allotted. The exhibit either felt rushed for learners or prolonged for facilitators, showing a mismatch between activity design and schedule planning.
Management and Organization Issues	coordination problems, lack of planning, poor assistance, unclear procedures, communication problems	☐ Minor coordination issues ☐ Lack of planning ☐ Communication problems ☐ They are not assisting very well ☐ Not really organized from one step to another	Organizational inefficiencies affected the smooth flow of the program. Participants experienced confusion in procedures and transitions between activities, suggesting the need for clearer roles, structured guidelines, and coordination among facilitators.
Learning Challenges of Participants	difficulty reading, varied readiness, resistance to change	☐ Challenging for all kids to learn reading ☐ Resistance to change ☐ Hard to read many pages	Learners exhibited varying reading abilities and readiness levels. Some found the activities demanding, implying that differentiated instruction and scaffolding strategies may be necessary.
Positive Engagement Despite Difficulties	exciting experience, good implementation	☐ Challenging but exciting experience ☐ Activities were good	Despite operational challenges, participants still perceived the program as engaging and meaningful. This suggests the intervention has strong potential but requires logistical improvement.

The data show that the program was generally engaging and meaningful, but its implementation was affected by five key issues: limited space, insufficient materials, time constraints, organizational gaps, and varying learner readiness. Overcrowding and small venues reduced comfort and participation, while lack of books and supplies limited hands-on learning. Time mismatches and weak coordination also disrupted the flow of activities. In addition, some learners struggled due to differences in reading ability, although overall engagement remained positive. These findings support O'Reilly, et.al. (2019) stating that students experience difficulty in reading because of many factors such as insufficient vocabularies and unfamiliarity with the contexts of the readings materials. However, this can be cure by consistently implementing contextualized reading materials. Moreover, assessment is needed to determine the efficacy and validity of the materials/activities and also to determine the necessity for changes, modifications, and other strategies as deemed fit based on the contextual milieu of the learning.

4. Conclusion

The study on reading is a vital component of learning since reading is an all-encompassing activity that is pivotal for human amelioration. Thus, acquiring foundational reading skills will enable a student to enhance reading comprehension, fluency, and most importantly, literacy. In the pertinent study the implementation and utilization of the Localized Storybooks Exhibit as Supplementary Reading Materials has produced significant influence for the teachers, school heads, and learners. The outcomes as assessed by learners, teachers, and school heads provide an overall positive impact on the literacy of the learners—the target of the activity. Insofar as engagement is concerned, it was revealed that teachers, school heads, and learners find the exhibits engaging which is attributed to the fact that the contents of the exhibits are contextually aligned and parallel to the background knowledge or schema of the teachers, school heads, and especially of the learners. This implies that contextualized materials can significantly increase the motivations, interests, and knowledge of the individuals concerned. Finally, there are challenges that ensued in the implementation of the exhibits such as limited space and overcrowding, limited resources and materials, times constraints, management and organization issues, learning challenges of participants, and other difficulties.

Recommendation

To improve the activity, a more effective setup is needed. First, secure a larger or divided venue to prevent overcrowding and ensure smooth movement. Second, strengthen resource preparation by increasing funding support and ensuring enough books and materials before implementation. Third, redesign the schedule with balanced time allocation per activity to avoid rushing or delays. Fourth, establish clear roles, step-by-step procedures, and better communication among facilitators to improve organization. Finally, apply differentiated instruction and reading support so learners of different levels can fully participate and benefit.

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