PROJECT EAST.KOM (ESTABLISHING ARALAN SA TAHANAN AT KOMUNIDAD): ITS LEVEL OF IMPLEMENTATION AND SUPPORT SERVICES TO COMMUNITY-BASED LITERACY PROGRAM

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Abstract

The concerns as to how implementations of community-based learning programs directly address the needs of the students lead to the necessity of evaluating relevant projects. With this, the study assessed the level of implementation and support services of Project EAST.KOM in Jose Panganiban East District, Division of Camarines Norte using descriptive-correlational research design from a total of 154 respondents which includes volunteer teachers, tutors, master teachers in the district, barangay captains in immediate barangay and partner communities. Results of the study revealed that Project East.Kom was highly implemented in terms of instructional delivery, along with instructional activities, learning resources and in terms of learning assessment. It was also noted that there is a significant difference in terms of the level of implementation among the parties involved. Additionally, Project East.Kom was highly supported by the stakeholder in terms of facilities and resources while financial support and parental support were noted to be sufficiently implemented. Furthermore, there is also a significant relationship between the implementation of Project East.kom and support services. The study concludes that while the project was assessed to function in its roles in literacy-based services, the extent of implementation is significantly influenced by the type of implementers. Additionally, it was also concluded that while the support services received by the project from the stakeholders are at a high level, it was also noted that it is significantly influenced by diverse support systems. As a recommendation, individuals involved in the project can utilize other relevant and functional assessment tools and strategies to validate efficiency of the project while other educators and school leaders can conduct educational research to further their experience in managing similar projects. Likewise, implementers and contributors can maximize and augment the support system and services by soliciting support from other major departments and organizations through meetings and gatherings. The school may also implement collaborative training programs with partner institutions and develop intervention programs that incorporates validation of the results.

Keywords: Literacy Program, Community-Based Learning, Instructional Delivery, Instructional Activities, Learning Resources, Learning Assessment, Support Services

1. Introduction

The concept of home learning space has gained global recognition in the education sector, with schools and learning communities across various countries implementing unique approaches to promote and support this space for student learning. The way these home learning environments are designed, and function often depends on factors such as the educational culture, priorities, and social contexts of each nation. Different countries may define the objectives and nature of home learning spaces in distinct ways, influenced by their local educational needs, societal norms, and developmental goals. This diversity in how home learning spaces are conceptualized reflects the various academic and social cultures present across the globe.

Affluent and developed nations, as highlighted by Macgraw (2020), tend to have more resources at their disposal to create well-equipped and technologically advanced home learning spaces. These countries, with stable school funding and robust financial support, can provide modern tools, equipment, and facilities to enhance home learning experience. The availability of funds enables these nations to invest in a sophisticated support system for home learning, integrating technology and innovative practices to foster better educational outcomes. In contrast, less developed countries face financial constraints, leading them to adopt more practical and cost-effective methods for establishing home learning spaces, often focusing on basic resources and minimal investment.

In addition to economic factors, cultural influences play a significant role in shaping the design and implementation of home learning spaces, as discussed by Daly (2022). Different countries instill values and virtues

through their educational systems, and these values are often reflected in the learning environment at home. In family-oriented societies, for example, home learning spaces may emphasize the connection between family and school values, fostering a sense of community support for students. Meanwhile, in highly developed countries, home learning environments may focus more on the pursuit of knowledge, technological innovation, and creativity, aligning with national goals of fostering intellectual and technological advancement.

In the Philippines, the creation of home learning spaces is closely tied to sustainable and functional school-community relations programs, as noted by Lena (2021). These programs are designed to enhance collaboration between schools and local communities, focusing on literacy initiatives and interventions for at-risk learners. Community-based literacy programs reflect the collective effort of schools and their surrounding communities to meet the educational needs of vulnerable students, particularly those facing learning difficulties and challenges. These programs are an integral part of the educational system, aimed at ensuring that all learners, regardless of their background or challenges, have access to effective learning opportunities.

Enriquez (2022) explains that through community-based literacy programs, schools can gain access to a network of support systems provided by community leaders, volunteers, and various organizations. These partnerships allow for the sharing of responsibilities in addressing the educational and social well-being of students. The involvement of multiple sectors in supporting literacy initiatives strengthens the overall impact of the programs, ensuring they are relevant, comprehensive, and tailored to the specific needs of students. This shared accountability fosters a collaborative culture that enhances the quality and reach of the literacy interventions.

In the Philippines, numerous community-supported literacy projects focus on providing interventions for learners who are at risk of falling behind in their education. These projects often serve as remedial programs, addressing the learning needs of students who face significant challenges in reading and comprehension. As described by Malipot (2021), these literacy initiatives take a community-based approach, involving local stakeholders in the design and delivery of interventions. By engaging the community in the remedial process, these projects create a more inclusive and supportive learning environment for at-risk learners.

A local example of such a community-based literacy initiative is the Project East.Kom, implemented in the Jose Panganiban East District, as discussed by Gan (2022). This localized approach focuses on providing remedial learning support to non-readers and students with poor comprehension skills. The project emphasizes practical, realistic solutions that are directly aligned with the needs of the students. By engaging the local community in the process, Project East.Kom fosters a collaborative environment where resources, time, and effort are shared to enhance the learning experiences of vulnerable students. This localized intervention model ensures that the support provided is tailored to the specific context and challenges faced by the learners.

Tomas (2021) highlights that home-based learning initiatives, such as those associated with Project East.Kom, are not only designed for distance learning but also offer flexibility and adaptability in supporting school-based learning systems. These initiatives address a wide range of learning gaps and challenges, which may become more pronounced in community-based settings. Factors such as limited parental involvement, insufficient community resources, and students' attitudes towards literacy are often identified and addressed through these community-driven programs. By focusing on these issues, community-based literacy projects aim to create a more effective and inclusive learning environment for all students.

1.1. Objectives of the Study

The study assessed the level of implementation of Project East.Kom and the support services provided for the community-based literacy program in Jose Panganiban East District. Specifically, it evaluated the level of support for Project East.Kom in terms of instructional delivery, instructional activities, learning resources and materials, and learning assessment. Additionally, the study determined whether there was a significant difference in the level of implementation across these dimensions. It also examined the level of support from partner communities regarding facilities, resources, financial support, and parental involvement, and explored whether a significant relationship exists between the level of implementation and the level of support services from these communities. Lastly, the study aimed to propose interventions to enhance the implementation of Project East.Kom in the district.

2. Methodology

The research employed a quantitative method with a descriptive-correlation design. The descriptive method was used to provide an accurate and systematic description of the project's implementation and the support systems in place, while the correlational method was applied to analyze the significant relationship between the implementation of Project East.Kom and the Community-Based Learning Program which are closely aligned with its core objectives, key concepts, and variables that guide the research process. The primary independent variables include the level of implementation of Project East.Kom in Jose Panganiban East District, specifically in terms of instructional delivery, instructional activities, learning resources and materials, and learning assessment. This aspect was thoroughly examined to assess the status and application of the project, explored the support services provided by partner communities in implementing the project, focusing on learning environment, financial support, budget allocation, facilities, and parental involvement which led to the development of an intervention approach to enhance the implementation of Project East.Kom. This intervention is directly influenced by the study's findings regarding the level of implementation and community support. This approach allowed for a comprehensive understanding of how these variables interact and how they can be improved for better educational outcomes.

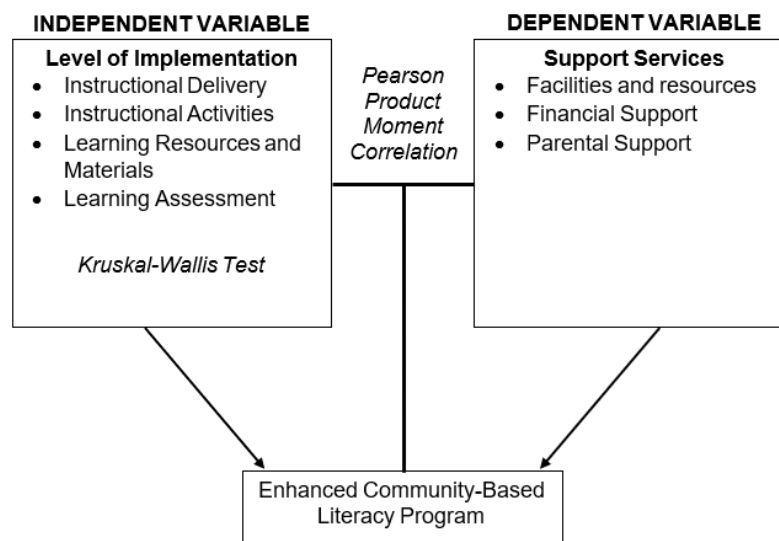Figure 1 presents the conceptual paradigm used in the study.

Figure 1. Conceptual Paradigm of the Study

2.1. Population, Sample Size, and Sampling Techniques

A total of 154 people were the respondents of this study. Out of this population, 40 volunteer teachers/tutors served as the respondents of the study since they were the ones involved in the project. Teachers were active participants in the 3-Day School-Based Capacity Building of Brigada Pagbasa Volunteers. The second group of respondents were the 7 Master Teachers of the district while the other group comprised of the 7 barangay captains from the immediate barangay and partner communities of the elementary schools in Jose Panganiban East District. The third group is composed of 100 selected parents who are active volunteers in Brigada Eskwela and other advocacy programs. Finally, the study also included supervisors in English and Filipinos as additional evaluators of the output

2.2. Data Gathering Procedures

The research process in this study was systematically designed to uphold integrity, reliability, and ethical compliance. To begin, the researcher prioritized adherence to ethical standards and institutional protocols by securing formal letters of permission from the school heads of the respondent elementary schools, as well as from the district and division research committees. Personally, delivering these letters emphasized the importance of

trust and transparency in the research process. Following this, an orientation and planning conference was conducted to thoroughly inform respondents about the study's objectives, scope, and methodology. Ethical considerations, particularly informed consent, were a central focus. Respondents were assured of their rights, including the ability to ask questions, decline to answer intrusive or inconvenient queries, and withdraw their participation at any time without providing a reason. Emphasizing confidentiality and anonymity further reinforced the ethical commitment of the study. This participatory and ethical approach fostered an atmosphere of trust and cooperation, ensuring a strong foundation for the study's subsequent phases.

Following these preliminary steps, the researcher manually distributed survey questionnaires to three groups of respondents. These survey forms were given to school heads and teacher-respondents to gather essential data on the level of implementation of Project East.Kom, as well as the perceived educational and social support from stakeholders. The systematic approach to survey distribution ensured that the necessary data was obtained effectively, facilitating a comprehensive analysis of the project's impact. By maintaining meticulous planning and ethical considerations, the study was able to proceed with credibility and reliability, ensuring that the voices of all respondents were respected and accurately represented

2.3. Statistical Treatment of Data

The data collected from the study was analyzed using descriptive statistical treatment through IBM SPSS version 27.0 to derive meaningful insights. Weighted meaning was utilized to determine the level of implementation of Project East. Kom in the Jose Panganiban East District and the extent of support services provided by partner communities in terms of educational and social support. The Kruskal-Wallis Test, a non-parametric statistical method, was applied to compare respondents' perceptions regarding the project's level of implementation, ensuring an unbiased comparison among groups. Additionally, Pearson Product-Moment Correlation was employed to assess the strength of the relationship between the implementation of Project East.Kom and the community-based literacy program, providing insights into their interdependence. These statistical methods were systematically applied to ensure accurate data analysis, facilitating a comprehensive evaluation of the project's effectiveness and impact.

3. Results and Discussion

The analytical foundation of the study started with the assessment of the level of implementation of Project East. Kom along the salient areas of instructional delivery, instructional activities, learning resources and materials and learning assessment.

3.1. Level of Implementation of Project East.Kom

Project EAST.KOM was evaluated based on several parameters, including instructional delivery, which measures the extent to which the project's activities were implemented to achieve its objectives as perceived by its implementers. As shown in Table 1, the level of implementation in terms of instructional delivery was rated as "very highly implemented," with an overall weighted mean of 4.33. The highest-rated practice was the selection of content knowledge and competencies aligned with the standard curriculum guide, scoring 4.42, which reflects the project's use of the Functional Literacy Assessment Tool (FLAT) to establish reading competencies at various levels. Meanwhile, the least practiced aspect, though still rated "very highly implemented" at 4.25, was the use of purely curriculum-based competencies and skills in instruction. These findings suggest that the project was well-received by volunteers and participants and effectively capacitated learners in literacy development. The strong instructional delivery of Project EAST.KOM is attributed to its adherence to curriculum standards and its pre-orientation of implementers on students' literacy needs, ensuring that instructional interventions target specific learning gaps. This aligns with Beauchamp's (2023) study, which found that the success of literacy programs depends on the readiness and competence of project implementers. Similarly, Nilsson (2021) emphasized that literacy-based programs benefit from curriculum-aligned content and standard tools, as these directly support learners' literacy skill development.

Table 1. Level of Implementation of Project East. Komalong Instructional Delivery

Indicators	Weighted Mean	Interpretation
In the Project East. Kom, the teachers ensure that the scope of instruction align with the curriculum-based content knowledge and lessons in major learning areas.	4.30	VHI
Guided under Project East. Kom, the instructional contents taught to the beneficiaries are purely curriculum-based competencies and skills.	4.25	VHI
Under the Project East. Kom, I align the instructional contents and lessons to the least mastered competencies of my pupils in the major learning areas as identified by the learning assessment tools.	4.29	VHI
Directed by the Project East. Kom, I select content knowledge and competence that I teach and provide to my pupils based on the provisions of standard curriculum guide and materials.	4.42	VHI
Under the Project East. Kom, I teach lessons and content knowledge that can be adapted to both classroom-based learning and community-based learning settings.	4.40	VHI
Overall Weighted Mean	4.33	VHI

Instructional activities in Project EAST.KOM encompass various methods designed to enhance students' reading skills and study habits, with Table 2 indicating that the project was "very highly implemented" in this aspect, achieving an overall weighted mean of 4.41, slightly higher than instructional delivery. The most highly rated practice was the adaptation and alignment of instructional activities with curriculum skills and competencies, scoring 4.46, which reflects the implementers' commitment to utilizing recommended strategies such as the Marungko Approach, Fuller Technique, Reading Aloud, Parent-Child Mentoring, and Peer Mentoring. Meanwhile, the least implemented practice, though still "very highly implemented" at 4.35, was facilitating activities strictly aligned with curriculum objectives and standards, suggesting that implementers exercise flexibility in selecting instructional strategies based on students' needs. These findings imply that instructional activities in Project EAST.KOM are systematically designed to align with the curriculum-prescribed competencies of the Functional Literacy Assessment Tool (FLAT) while allowing for differentiated instruction based on learners' literacy levels and challenges. The results also highlight that implementers recognize learner diversity, ensuring that instructional approaches address individual learning styles and maximize student engagement. Phuong (2022) supports these findings, emphasizing that effective teaching techniques, such as questioning, predicting, retelling, and picturing, positively impact reading comprehension, while clear learning expectations and age-appropriate instructions further encourage reading habits and comprehension development.

Table 2. Level of Implementation of Project East. Kom along Instructional Activities

Indicators	Weighted Mean	Interpretation
In Project East. Kom, the focus of instructional activities taught and assigned among the learners are more contextualized learning tasks.	4.43	VHI
Under the Project East. Kom, the instructional activities and learning tasks are adapted and matched with curriculum-prescribed skills and competencies.	4.46	VHI
In the Project East. Kom, I facilitate learning tasks and activities that incorporate community immersion activities.	4.42	VHI
Guided by the Project East. Kom, I manage instructional activities that involve the support of the stakeholders from the community.	4.40	VHI
Directed by the Project East. Kom, I facilitate instructional activities that are aligned to the curriculum objectives and standards.	4.35	VHI
Overall Weighted Mean	4.41	VHI

The implementation level of Project East.Kom was also assessed in terms of Learning Resources and Materials, which include both tangible and digital materials used to enhance instructional delivery and learning activities. The project sourced books and storybooks from key stakeholders and benefactors, while volunteer teachers supplemented these with online resources aligned with the Marungko Approach and Fuller Technique. The findings indicate that the project was "highly implemented" in this aspect, with an overall weighted mean of 4.12, signifying that it is well-supported with diverse and appropriate learning materials, whether sourced externally or printed from online repositories. This elevated level of readiness in educational resources is attributed to the support systems provided by teachers and school leaders, ensuring the availability of functional materials that reinforce literacy sessions. The most highly implemented practice, scoring 4.19, was the use of differentiated learning materials, such as storybooks, letter cards, and other printed materials, allowing learners to engage with multiple types of learning resources to maximize competency development. Conversely, the least implemented practice, with a mean of 3.98, was the design of localized learning materials, suggesting that while differentiation

is prioritized, the localization of instructional materials may not be a primary approach in this project. These findings align with Gan (2022), who noted that the success of literacy programs like Balsa Balsa was not solely dependent on availability of printed materials but also on integration of engaging and game-based learning strategies that positively influenced students' attitudes, motivation, and interest in reading.

Table 3. Level of Implementation of Project East. Kom along Learning Resources and Materials

	Indicators	Weighted Mean	Interpretation
1.	I design localized learning materials in support of Project East. Kom.	3.98	HI
2.	I develop multilingual learning materials in support of Project East. Kom.	4.17	HI
3.	I use DepED validated learning materials in support of Project East. Kom.	4.16	HI
4.	I utilized differentiated learning materials in support of Project EAST.Kom	4.19	HI
	Overall Weighted Mean	4.12	HI

To understand the level of implementation of Project EAST.KOM, Learning Assessment was also measured, focusing on the evaluation approaches used by participants and volunteers to assess students' reading and comprehension skills based on FLAT provisions. The findings indicate that learning assessment was "highly implemented," with an overall weighted mean of 4.08, highlighting that the project was sufficiently supported by practical and functional assessment tools, materials, and systems. These tools were actively utilized as concrete mechanisms to gauge students' learning engagement and performance. The most implemented practice, with a mean of 4.34, was the development of oral reading assessment tools, reflecting the preference for oral assessments due to their practicality in directly measuring literacy performance. Conversely, the least implemented practice, with a mean of 3.98, was the modification of standard learning assessment tools, though still considered highly implemented. These findings suggest the potential need for a localized reading and comprehension assessment tool tailored to the specific needs of learners in the area, aligning with Sambayon et al. (2023), who emphasized the importance of contextualized assessment methods. While FLAT provides a national perspective, it may not fully capture the unique learning struggles of students in specific localities, underscoring the need for validated, region-specific assessment tools.

Table 4. Level of Implementation of Project East.Kom along Learning Assessment

	Indicators	Weighted Mean	Interpretation
1.	I design localized learning assessment tool in support of Project East. Kom.	3.95	HI
2.	I develop oral reading assessment tools in support of Project East. Kom	4.34	VHI
3.	I create my own version of on-line learning assessment tools that match with Project East. Kom	4.06	HI
4.	I modify the standard learning assessment tools in support of Project East. Kom.	3.98	HI
	Overall Weighted Mean	4.08	HI

3.2. Difference on the Level of Implementation of Project East.Kom

The study also examined the significant differences in the implementation of Project EAST.KOM across various criteria to determine whether variability exists among the implementing personnel. The results, as shown in Table 5, indicate that the p-values for Instructional Activities (0.001), Learning Resources and Materials (0.000), and Learning Assessments (0.000) all fall below the threshold alpha level of 0.01, while Instructional Delivery has a p-value of 0.005. These findings confirm a significant difference in how implementers execute the project in terms of these four indicators, leading to the rejection of the null hypothesis (H_0) that there is no significant difference in the implementation levels. The observed differences may be attributed to the diversity of learners and implementers across various project locations, necessitating variations in instructional delivery, instructional activities tailored to student needs, the selection of learning resources and materials, and the assessment tools used. However, this diversification does not hinder the project's impact but rather ensures that it aligns with the specific needs of learning communities, particularly in home-based learning contexts where parents take on teaching roles. This aligns with the findings of Skwarchuk (2022), who highlighted the role of parental support in home learning activities in enhancing children's literacy development, and Khanolainen (2020), who identified the long-term effects of the home learning environment and parental challenges on reading and mathematical development from grades 1 to 9. Both studies emphasize the importance of diversified learning approaches that cater to students' unique strengths, reinforcing the adaptability and effectiveness of the Project.

Table 5. Test for Significant Difference in the Level of Implementation of EAST.Kom According to Group of Respondents

Indicators	Chi-Square (χ^2)	p-value	Decision
Instructional Delivery	12.930	.005	Reject H_o
Instructional Activities	16.944	.001	
Learning Resources and Materials	18.478	.000	
Learning Assessment	26.718	.000	

3.3. Level of Support Services of Partner Communities in the Implementation of Project East.Kom

To substantiate the analytical system of the study, the researcher also examined the support services offered by the stakeholders and multisector partners towards the implementation of the cited literacy project. This literacy project was reinforced and supported by the stakeholders and local counterparts including Barangay Council of selected areas in Jose Panganiban, the Local Government Unit, and the LGBTQIA+ Organization in the municipality. Their support came along with the areas of facilities and resources, financial support and parental support. Thus, it is also relevant to determine the level of support provided by different key partners of the project and relate it to the initial data collected as to the implementers point of view and provide a greater picture as to how EAST.KOM clearly was implemented through the different perspective.

Facilities and resources serve as tangible support provided by key stakeholders and barangay counterparts in the implementation of Project EAST.KOM, encompassing the reproduction of learning materials, training for implementers, administration of assessments, and provision of literacy sessions for learner-beneficiaries. The accessibility and functionality of these facilities and resources significantly influence the attainability of various project activities, underscoring their essential role in community-based learning programs. As reflected in Table 6, the project is highly supported in terms of facilities and resources, with an overall weighted mean of 4.29, indicating sufficient learning areas provided by cooperating barangays such as Bagongbayan, Motherlode, and Sta. Rosa Norte. High support is also evident in the provision of reading materials, contributed by barangay officials, volunteer teachers, and the master teacher in charge, alongside home learning spaces established by parents. The community-based literacy centers received the highest rating of 4.59, interpreted as supportive, emphasizing the barangay's strong commitment to literacy initiatives through the provision of spaces for tutorials, literacy sessions, and student learning hubs. Meanwhile, the provision of diverse learning materials received a mean rating of 4.0, indicating supportive but slightly lower backing. This suggests that schools involved in the project sustain its flexibility and attainability by ensuring the availability of learning resources, thereby maximizing learners' potential. The dedicated support from stakeholders reflects their recognition of education as a critical factor in holistic development, further reinforced by local barangays' budget allocations for educational initiatives in response to the government's push to mitigate the learning crisis exacerbated by the pandemic. Consistent with this, Melaville, Berg, and Blank (2022) affirmed that accessible learning materials and conducive learning environments positively impact student learning in community-based programs. Their study highlights how visually engaging materials enhance children's interest and how well-structured, welcoming learning spaces contribute to motivation and participation, reinforcing the effectiveness of Project EAST.KOM's resource-supported approach

Table 6. Level of support of the Partner Communities along Facilities and Resources

	Indicators	Weighted Mean	Interpretation
1.	The barangay offers community-based literacy center to support Project East. Kom	4.59	VS
2.	Provide reading material resources for literacy sessions and activities.	4.00	S
	Overall Weighted Mean	4.29	VS

Budgetary requirements play a crucial role in the success of most projects and programs, as financial resources determine the feasibility of implementation, particularly when purchasing essential materials and resources. Table 7 summarizes the level of financial support received by Project EAST.KOM from various stakeholders, including the Local Government Unit of Jose Panganiban, barangay councils in areas such as Bagongbayan, Motherlode, Sta. Rosa Norte, Plaridel, and South Poblacion, as well as non-government organizations (NGOs) like the LGBTQIA+ organization, alongside parents and other key supporters. The data

indicates that financial support for the project is at a moderately supportive level, with an overall weighted mean of 3.20. The most significant financial contribution came from donations and additional funds from parents and stakeholders for purchasing learning materials and setting up learning spaces, earning a mean score of 3.66, interpreted as supportive. This highlights the commitment of parents, who, despite financial constraints, prioritize their children's education. However, the least supportive financial indicator is the outsourcing of funds from NGOs, which received a mean score of 2.76, or moderately supportive, indicating the need for expanding partnerships to enhance financial sustainability. The liquidation report upon project completion reveals that a total of Php 4,420,920.00 was mobilized, allocated as follows: Php 883,200.00 for books and reproduced reading materials, Php 334,240.00 for volunteer services, Php 3,133,500.00 for art supplies to establish home learning spaces, and Php 70,000.00 for "Aralan sa Komunidad" preparation and art supplies, benefiting 109 struggling readers in the municipality. The study by Mukhtaruddin et al. (2018) affirms that inadequate budgeting and low financial support negatively impact the quality of educational services, as limited resources restrict project execution. This underscores the importance of financial accountability in ensuring that Project EAST.KOM effectively delivers on its objectives and sustains its impact on community-based literacy initiatives.

Table 7. Level of support of the Partner Communities along Financial Support

	Indicators	Weighted Mean	Interpretation
1.	Donate additional funds for the provision of resources from parents and direct stakeholders	3.66	S
2.	The LGU provides extra financial support for the provision of education materials.	3.17	MS
3.	NGOs donate additional funds for the purchase of learning materials.	2.76	MS
	Overall Weighted Mean	3.20	MS

The saying "Learning starts at home" underscores the vital role of parents in a child's education, emphasizing that learning extends beyond the classroom, with parents serving as first teachers in providing fundamental knowledge and essential skills for holistic development. Project EAST.KOM has been instrumental in encouraging parents to actively participate in the learning journey of struggling readers, as reflected in Table 8, which presents the level of parental support received during the project's implementation. The findings indicate that overall, parental support was moderately supportive, with a weighted mean of 3.26, reinforcing that parents are key partners in ensuring struggling readers improve their literacy skills. This support stems from parents' deep concern for their children's education and their motivation to push them toward academic excellence, particularly during the pandemic. The most significant form of parental involvement was volunteering as reading mentors, receiving the highest mean score of 3.76, which suggests that parents, who spend most time with their children, hold substantial influence over their learning. However, factors such as lower educational attainment, demanding work schedules, and other constraints have limited parental participation to a moderate level, particularly in areas such as training on best reading practices and collaboration in resource-sharing, which received the lowest mean score of 3.01. Despite these challenges, parents recognize the significance of their children's exposure to educational services, and project implementers continuously remind them of the value of supporting mentors and educators in guiding and monitoring literacy development. In a home-based learning system, parents serve as the closest and most consistent providers of literacy support, reinforcing the educational services offered by Project EAST.KOM. Numerous studies highlight the positive impact of parental involvement on academic performance, with Pinatil et al. (2024) affirming that children with highly engaged parents tend to perform better academically. This suggests that schools and instructional designers should incorporate activities that actively involve parents in their children's education, ensuring a collaborative approach to learning enhancement.

Table 8. Level of support of the Partner Communities along Parental Support

	Indicators	Weighted Mean	Interpretation
1.	Parents volunteer as reading mentors of the learners under Project East.Kom.	3.76	MS
2.	Parents participate in training programs on best practices of Project East.Kom.	3.01	MS
3.	Parents provide time in helping the teachers in preparing materials and resources used during programs under Project East. Kom.	3.26	MS
4.	Parents share materials and resources used in the production of alternative learning materials under Project East. Kom.	3.01	MS
5.	Parents initiate to volunteer in supporting the teachers during community-based educational services such as distribution of learning materials to learners in remote areas and communities.	3.27	MS
	Overall Weighted Mean	3.26	MS

3.4. Relationship between the Level of Implementation and the Support Services of the Partner Communities in the Implementation of Project East.Kom

To determine the significant relationship between the implementation level of Project EAST.KOM and the level of support services received from partnered stakeholders, the Pearson Product-Moment Correlation test was conducted to statistically describe the relationship between the variables. The results revealed that Facilities and Resources had a moderate positive relationship with Instructional Delivery (r = 0.394), Instructional Activities (r = 0.305), and Learning Assessment (r = 0.387), suggesting that these variables may or may not be influenced by stakeholder support for facilities and resources. However, Learning Resources and Materials showed a weak association with Facilities and Resources support, which may be attributed to volunteers relying on personal expenses for learning materials rather than donations from stakeholders like barangay and the LGU. Additionally, since most parents served as volunteers, their preparation of home learning spaces was funded through household finances rather than outsourced resources. Surprisingly, Financial Support demonstrated a weak association with Instructional Delivery (r = 0.263), Instructional Activities (r = 0.231), and Learning Resources and Materials (r = 0.241), while Learning Assessment had a moderate association with Financial Support (r = 0.362). This was unexpected, as these aspects are typically influenced by financial backing, but the reliance on personal expenses rather than solicited funds likely contributed to this outcome. Similarly, Parental Support exhibited weak associations with Instructional Delivery (r = 0.183), Instructional Activities (r = 0.125), and Learning Resources and Materials (r = 0.220), while Learning Assessment had a moderate association with Financial Support (r = 0.330). This was also surprising, given that parental involvement plays a crucial role in project implementation, yet the data suggests other factors may influence project execution, necessitating further evaluation for a more conclusive interpretation. Despite the varying levels of association, the test of significance revealed that the p-values were below the alpha levels of 0.01 and 0.05, leading to a strong decision to reject the null hypothesis (H_0), confirming a significant relationship between support services received and the implementation level of Project EAST.KOM.

Table 9. Test for Significant Relationship Between the Level of Implementation of Project EAST.Kom and the Support Services of the Partner Communities

Implementation of Project EAST.Kom	Support Services					
	Facilities and Resources		Financial Support		Parental Support	
	r	p-value	r	p-value	r	p-value
Instructional Delivery	.387**	.000	.263**	.003	.183*	.023
Instructional Activities	.394**	.000	.231**	.004	.125	.121
Learning Resources and Materials	.299**	.000	.248**	.002	.220**	.006
Learning Assessment	.305**	.000	.362**	.000	.330**	.000

4. Conclusion and Recommendations

Based on the salient findings of the study, several conclusions were drawn regarding the implementation and effectiveness of Project EAST.KOM. First, the project was assessed as functional in its role of providing literacy-based services by aligning curriculum-based materials with the required competencies, conducting developmentally appropriate instructional activities, contextualizing lessons, adapting learning tasks to curriculum standards, utilizing DepEd-validated learning resources, and employing oral reading assessment tools to reinforce learning. Second, the extent of Project EAST.KOM's implementation significantly varied when assessed across key areas, including instructional delivery, learning tasks and activities, instructional materials, and the assessment system. Third, the project was effectively implemented, executed, and sustained due to the strong support systems provided by stakeholders, particularly in offering functional learning spaces for literacy sessions, parents' financial contributions based on their capacities, and their commitment to providing academic mentoring to their children involved in the project. Lastly, the implementation of Project EAST.KOM was significantly correlated with the diverse support systems, assistance, guidance, and services extended by partner communities and multi-sectoral stakeholders, highlighting the crucial role of collaborative efforts in ensuring the project's success.

Considering the study's findings and conclusions, several recommendations are proposed to further enhance the implementation and sustainability of Project EAST.KOM. First, teachers and school leaders involved

in the project may utilize additional relevant and functional assessment tools from DepEd to provide more comprehensive evaluation criteria for assessing the project's components and services. Second, educators and school leaders are encouraged to conduct further educational research and investigations to explore the various aspects of Project EAST.KOM, including instructional delivery, instructional activities, learning resources, and assessment methods. Third, project implementers and contributors should maximize and strengthen support systems by engaging additional stakeholders, such as DepEd's district and division committees, local government units (LGUs), barangay councils, non-government organizations (NGOs), and other concerned groups and individuals. Fourth, school implementers may design and facilitate collaborative training programs for both school-based and community-based partners, focusing on best practices in managing facilities, resources, funding, and social support to reinforce and sustain the project. Lastly, an intervention program should be developed to incorporate validation of project results, ensuring continuous improvement and effectiveness in addressing literacy challenges.

5. Acknowledgement

6. References

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