INFLUENCE OF LITERACY CAMPAIGNS, AND STUDENT MOTIVATION ON ACADEMIC PERFORMANCE IN QUEZON CITY PUBLIC SCHOOLS

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ABSTRACT

This study investigated the influence of literacy campaigns and student motivation on academic performance in Quezon City public schools. Recognizing that the ability to acquire, evaluate, and utilize information is essential in a knowledge-driven society, the research explored how literacy initiatives and motivational factors contribute to students' academic outcomes. Utilizing a descriptive-correlational research design, data were collected from 371 respondents through survey questionnaires and analyzed using appropriate statistical tools. Findings revealed a very high level of effectiveness in literacy campaigns, particularly in terms of teaching strategies, resource availability, and program implementation. Students also demonstrated a very high level of motivation, notably in their interest in learning, effort in schoolwork, and support from parents and teachers. Regarding academic performance, over half of the respondents were categorized as having high performance, though a considerable portion also fell under low performance. Statistical analysis indicated a moderate positive correlation between the effectiveness of literacy campaigns and student motivation, while motivation showed a low but significant relationship with academic performance. Teaching strategies and interest in learning emerged as significant predictors of academic success, although they explained variance was modest. These results highlight the importance of targeted instructional strategies and student-centered motivation approaches in improving academic achievement. Based on the findings, a comprehensive action plan was proposed to further enhance literacy programs and motivational strategies within Quezon City public schools. The study recommends continuous teacher training, resource enhancement, curriculum refinement, and greater parental engagement to support sustainable improvements in student outcomes.

Keywords: literacy campaigns, student motivation, academic performance, teaching strategies, information literacy, public schools, Quezon City

INTRODUCTION

The ability to acquire, evaluate, and utilize information effectively is a fundamental skill in today's knowledge-driven society. Information literacy is defined as the proficiency to locate, manage, critically assess, and apply information for problem-solving, research, decision-making, and continuous learning (Lance & Maniotes, 2020). This skill is particularly crucial in academic settings, where students rely on information literacy to enhance their academic performance across various disciplines. Several studies have underscored the significance of

information literacy campaigns, highlighting their impact on student learning outcomes. Research on information literacy campaigns suggests that structured programs significantly contribute to improved academic performance. For instance, Wine (2020) found a positive correlation between receiving information literacy instruction and enhanced proficiency in reading, writing, and assessments in multiple subject areas, including history, mathematics, and science. Similarly, Holm (2024) demonstrated that students who undergo training in research and evaluation skills exhibit greater academic competence. Their study recommended workshops on search strategies, critical thinking, and research methodologies as essential components of student development. Akor (2024) also asserted that information literacy campaigns are comprehensive educational initiatives designed to equip individuals with the skills and competencies necessary to effectively navigate, evaluate, and utilize information in various contexts. These programs encompass a range of components aimed at developing learners' information literacy skills. Furthermore, Lance and Maniotes (2020) emphasized that information literacy campaigns equip students with essential tools to navigate the complexities of the 21st-century learning environment, reinforcing the role of educational institutions in fostering student academic performance.

Another crucial factor influencing student success is motivation. Abu Bakar et al. (2022) found that student motivation plays a significant role in academic performance, with regression analysis confirming its predictive strength. Bilgiler et al. (2022) identified key motivational factors, including study time, work status, disabilities, and personal study habits, all of which directly influence learning outcomes. Likewise, Vansteenkiste et al. (2021) demonstrated that motivation positively affects study strategies, academic performance, and overall student well-being across diverse educational settings. However, despite the wealth of research on literacy campaigns and student motivation, gaps remain in understanding how these factors collectively influence academic performance in public schools. Existing literature has not adequately addressed the relationship between the effectiveness of literacy campaigns and the level of student motivation, nor how these two variables correlate with students' academic performance. The lack of localized studies that assess these relationships presents an important gap in educational research, particularly in the context of public 3 educational systems in highly urbanized areas such as Quezon City.

Moreover, the consistently low scores of Filipino students in international large-scale assessments such as the Programme for International Student Assessment (PISA) underscore a pressing need to investigate the underlying factors that hinder academic success. These results highlight not only issues in curriculum implementation but also raise concerns about students' foundational literacy skills and motivational levels. This suggests a critical need for further empirical studies that examine how literacy initiatives and motivational strategies can be aligned and enhanced to foster higher academic performance, especially within the unique socio-cultural and economic conditions of Quezon City.

Thus, this study investigated the combined influence of literacy campaigns, and student motivation on academic performance in Quezon City public schools. Specifically, the study examined the respondents' level of motivation, focusing on their interest in learning, effort in schoolwork, and the encouragement they receive from parents and teachers. Furthermore, the study assessed the students' level of academic performance. It explored the relationship between the effectiveness of literacy campaigns and student motivation, the link between literacy campaign effectiveness and academic performance, and the association between student motivation and academic performance. Additionally, the study evaluated the predictive power of literacy campaign effectiveness and student motivation, both individually

and in combination, on academic performance. By exploring these interrelated factors, the study provides insights into effective educational interventions that can enhance student learning outcomes and inform policy decisions for future academic support programs.

METHODOLOGY

The study employed a descriptive-correlational research design, primarily utilizing survey questionnaires to gather data on the current state of literacy campaigns, student motivation, and academic performance in selected public junior high schools in Quezon City. This method aimed to describe existing conditions and analyze the relationships between variables. The study focused on how literacy campaigns and student motivation influence academic outcomes. The respondents were 371 students selected through stratified random sampling from a total population of 10,343 across four schools—Balingasa High School, San Francisco High School, Quezon City Science High School, and Ernesto Rondon High School. The sampling followed Gay's 10% rule with a 95% confidence level and a 10% margin of error.

A self-constructed and expert-validated questionnaire was used, divided into three parts covering literacy campaign effectiveness, student motivation, and academic performance. The reliability of the instrument was confirmed through Cronbach's Alpha, showing excellent internal consistency for all indicators. Data collection was conducted both online and in person, with prior consent and formal approval from school authorities. Responses were measured using a 4-point Likert scale, and the data were analyzed using weighted mean, frequency and percentage, Pearson's r for correlation, and regression analysis to assess predictive relationships. The entire process was carried out during the 2024–2025 academic year.

RESULTS AND DISCUSSION

Analysis and discussion of the influence of literacy campaigns, and student motivation on academic performance are presented in the succeeding tables and textual presentations. The rank of indicators was determined based on the computed weighted mean from highest to lowest. In case of similar mean values, averaging the rank numbers and dividing by the number of cases were done.

Table 1
Summary Table of the Level of Effectiveness of Literacy Campaigns

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.Teaching strategies	3.60	Very High	1
2.Resource availability	3.50	Very High	2.5
3.Program implementation and delivery	3.50	Very High	2.5
Overall Weighted Mean	**3.53**	**Very High**	

Table 1 highlights the overall effectiveness of literacy campaigns in Quezon City public schools, with an overall weighted mean of 3.53—interpreted as Very High. Among the three key indicators, Teaching Strategies received the highest rating (3.60), indicating that interactive and student-centered instruction is central to campaign success. Resource Availability and Program Implementation and Delivery both followed with equally strong ratings of 3.50, suggesting that schools are providing adequate materials and structured

programs to support literacy development. These findings reflect that the literacy campaigns are being implemented effectively through a combination of sound teaching practices, accessible resources, and organized delivery mechanisms. Research supports these findings, emphasizing the importance of a well-rounded approach to literacy. Evans (2020) stressed that literacy programs are most effective when instruction is explicit, responsive, and supported by a classroom environment that encourages critical thinking and engagement. Similarly, Liansari et al. (2021) highlighted the need for a cohesive and integrated system—where qualified educators, rich learning materials, and consistent monitoring work together—to drive meaningful improvements. They caution against one-off interventions or resource provision without follow-through, arguing that lasting literacy success depends on continuous, system-wide support.

Table 2
Summary Table of Respondents' Level of Motivation

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.Interest in learning	3.45	Very High	1
2.Effort in school work	3.30	Very High	2
3.Parental/teacher encouragement	3.27	Very High	3
Overall Weighted Mean	**3.34**	**Very High**	

Table 2 presents the respondents' level of motivation across three indicators, yielding an overall weighted mean of 3.34—interpreted as Very High. Among these, Interest in Learning received the highest rating (3.45), followed by Effort in School Work (3.30) and Parental/Teacher Encouragement (3.27), all suggesting that students are generally highly motivated in their academic pursuits. Intrinsic interest in learning emerged as the most influential factor, supported by consistent academic effort and external encouragement from parents and teachers, contributing to a positive learning environment.

These findings align with existing literature. Parrish (2022) emphasized the importance of strong teacher-student relationships in fostering motivation and responsible academic behavior. Reeve and Cheon (2021) further supported this through their advocacy for autonomy-supportive teaching—promoting student choice and emotional validation to enhance intrinsic motivation. Likewise, Pinquart and Ebeling (2020) noted that students' academic decisions are shaped by their expectations of success and the value they attach to tasks, both of which are strengthened through parental and teacher encouragement. Together, these insights highlight the need for interest-driven learning and sustained support systems to maintain high levels of student motivation.

Table 3
Relationship Between the Level of Effectiveness of Literacy Campaigns and the Respondents' Level of Motivation

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Effectiveness of literacy campaign and motivation	r=.670 (Moderate correlation)	.000**	H_0 rejected	Significant

**Significant @.01

Table 3 shows a significant relationship between the effectiveness of literacy campaigns and the respondents' level of motivation, with a Pearson's r value of .670 indicating a moderately positive correlation. The p-value of .000, which is below the .01 significance level, supports the rejection of the null hypothesis. This suggests that as the effectiveness of literacy campaigns increases, so does student motivation—highlighting the importance of well-implemented literacy initiatives in fostering student engagement.

These findings are supported by Berberg (2022), who found that engaging literacy environments and relevant instructional practices significantly enhance students' motivation to read and learn. Similarly, Deci and Ryan's (2020) Self-Determination Theory asserts that supportive educational settings encourage intrinsic motivation and student initiative. Fasco et al. (2024) also emphasized that sustained and meaningful literacy efforts are essential in promoting academic engagement, especially in diverse educational contexts. Together, these studies affirm that effective literacy campaigns play a vital role in enhancing student motivation.

Table 4
Relationship Between the Level of Effectiveness of Literacy Campaigns and the Respondents' Academic Performance

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Effectiveness of literacy campaign and academic performance	r=.132 (Negligible correlation)	.000**	H_0 rejected	Significant

 **Significant @.01

Table 4 presents the relationship between the level of effectiveness of literacy campaigns and the respondents academic performance. Findings revealed that the Pearson's r value of .132 showed a negligible correlation. Meanwhile, the obtained p-value was .000 which was lower than the test of significance at .01. This shows that there is enough statistical evidence to reject the null hypothesis, indicating a significant relationship between the level of effectiveness of literacy campaigns and the respondents' academic performance. This means that the higher the level of effectiveness of literacy campaign, the better the academic performance of the respondents.

The study of Hicks (2023) supports this finding, as his research emphasized that foundational literacy is closely linked to overall academic success. Hicks found that learners with higher reading fluency often developed through literacy initiatives performed better across multiple subjects, including mathematics and science. Likewise, Brown (2021) underscored how literacy campaigns, particularly those rooted in community engagement and multilingual education, contribute to learner motivation, school retention, and academic improvement, especially in marginalized and underserved populations. Furthermore, Ulfaika et al., (2023) conducted an experimental study on the impact of a web-based summer reading program. Results revealed that students who participated in the literacy campaign significantly improved in reading comprehension and general academic achievement, highlighting the positive academic implications of targeted literacy efforts.

Table 5
Relationship Between the Respondents' Level of Motivation and Academic Performance

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Motivation and academic performance	r=.216 (Low correlation)	.000**	H_0 rejected	Significant
**Significant @.01				

Table 5 shows the relationship between the respondents' level of motivation and academic performance. Findings indicated that Pearson's r value of .216 showed a low correlation. Meanwhile, the obtained p-value was .000 which was lower than the test of significance at .01. This shows that there is enough statistical evidence to reject the null hypothesis, indicating a significant relationship between the level of motivation and academic performance. This means that the higher the level of motivation, the better the academic performance of the respondents.

This is congruent with the studies of Navio et al., (2023), who emphasized that motivated students tend to use more effective learning strategies, set goals, and persevere through academic challenges. Their research demonstrated that intrinsic motivation, in particular, is closely tied to deeper cognitive engagement and improved academic results. Similarly, Balfaqeeh et al., (2022) found in their study of high school students in the UAE that motivation significantly predicted academic achievement, especially in mathematics. The study concluded that creating supportive and engaging classroom environments can strengthen student motivation and, consequently, academic performance.

Table 6
Regression Analysis of the Level of Effectiveness of Literacy Campaign on the Respondents' Academic Performance

Predictors	Dependent Variable	β	R^2	ANOVA	t	p-value	Decision	Interpretation
Teaching strategies	Academic performance	.154	.024	9.534	-3.088	.002**	H_0 rejected	Significant
Resource Availability		.009			-.128	.898	Failed to reject H_0	Not Significant
Program implementation and delivery		.024			.350	.727	Failed to reject H_0	Not Significant
*Significant @ .05 **Significant @.01								

Table 6 shows the regression analysis result on the predictive power of the level of effectiveness of literacy campaign on the respondents' academic performance. As indicated, teaching strategies only accounted for 2.4% (F=9.534) of the variability of the dependent variable, academic performance. Moreover, results showed that for every one-unit increase in teaching strategies, there is .154 increase in the academic performance of the respondents. Furthermore, the probability test showed a p-value of .002 which was lower than the test of significance at .01 suggesting that there is enough statistical evidence to reject the null

hypothesis. This means that teaching strategies, though a weak predictor, significantly predicts the academic performance of the respondents. Results also showed that resource availability and program implementation and delivery are not significant predictors of academic performance as evidenced by the probability values of .898 and .727, respectively, which were both higher than the test of significance at .05. This implies that the quality of teaching strategies has a greater impact on academic performance than the availability of resources or the manner of program implementation.

The studies of Abbot et al., (2023) support these findings by emphasizing the impact of teaching strategies on student performance. In their comprehensive review of effective reading programs, they concluded that instructional strategies grounded in direct teaching and student engagement significantly improved literacy outcomes, particularly in early grades. Similarly, Hafeez (2021) highlighted the importance of professional development for teachers in raising student achievement, indicating that well-trained educators using evidence-based strategies can yield better academic results. Conversely, the findings of Dey (2021) suggest that merely improving access to resources or implementing broad educational reforms without adequate attention to deliver quality often results in minimal improvements in academic performance.

Table 7
Regression Analysis of the Level of Motivation on the Respondents' Academic Performance

Predictors	Dependent Variable	β	R^2	ANOVA	t	p-value	Decision	Interpretation
Interest in learning	Academic performance	.269	.072	30.527	-5.525	.000	H$_0$ rejected	Significant
Effort in school work		.087			1.189	.235	Failed to reject H$_0$	Not Significant
Parental/teacher encouragement		.029			.459	.646	Failed to reject H$_0$	Not Significant
*Significant @ .05 **Significant @.01								

Table 7 presents the regression analysis on the predictive power of student motivation on academic performance. The findings reveal that interest in learning significantly predicts academic performance, accounting for 7.2% of the variance (F=30.527), with a beta coefficient of .269. The p-value of .000, being below the .01 threshold, confirms the rejection of the null hypothesis. This indicates that although interest in learning is a modest predictor, it has a statistically significant influence on academic outcomes. In contrast, effort in school work and parental/teacher encouragement were not found to be significant predictors, with p-values of .235 and .646 respectively.

These results are supported by Alsubaie (2024), who emphasized that topic-specific interest enhances learning outcomes, particularly in reading and comprehension. Rieger et al. (2022) also found that students with strong individual interest demonstrate greater persistence and academic achievement due to deeper cognitive engagement. Herpratiwi and Tohir (2022)

reinforced this by asserting that students who are interested in reading are more likely to participate in literacy activities, thereby improving performance across subjects. While effort and support remain important, these findings highlight that intrinsic interest plays a more critical role in driving academic success.

Proposed Action Plan
Rationale:

This action plan is developed to support the continuous improvement of literacy campaigns, student motivation, and academic performance in Quezon City public schools. Recognizing the critical role of effective literacy initiatives and motivated learners in shaping academic performance, this plan aims to provide targeted strategies that enhance teaching practices, enrich the learning environment, and foster students' enthusiasm for learning. By strengthening both instructional delivery and motivational support systems, schools can create a more responsive and engaging educational experience that promotes academic achievement and lifelong learning. This initiative aligns with the broader goals of the Department of Education to ensure quality, equitable, and learner-centered education for all.

Table 8
The Proposed Action Plan to support the Continuous Improvement of literacy campaigns, student motivation, and academic performance in Quezon City public schools

Area Thrust	Objectives	Strategies	Time Frame	Person Involved	Source of Funds	Success Indicators
Effectiveness of Literacy Campaigns	Improve teacher capacity to use engaging and student-centered literacy strategies.	• Conduct workshops on differentiated instruction, storytelling, and interactive reading. • Peer mentoring among teachers. • Development of activity-based learning modules.	Quarterly (start of each quarter)	School Heads, Master Teachers, English/Filipino Teachers	DepEd Budget LGU Support NGO Partners	95% of teachers applying new strategies in classroom observations
	Ensure adequate materials and tools for literacy programs.	• Solicit book donations and digital learning tools. • Partner with libraries and local publishers. • Set up reading corners	1st to 2nd Quarter	School Admin, Teachers, Librarians, PTA	DepEd Private Donors	95% of classrooms with reading corners and updated literacy materials

		in classrooms.			
Students Motivation	Increase students' intrinsic motivation through engaging activities.	• Conduct interest-based learning projects. • Organize literacy clubs and reading festivals. • Integrate student choice in assignments.	Ongoing throughout SY	Teachers, Guidance Counselors, Club Advisers	School MOOE PTA Support	95% of students showing improved engagement (survey or teacher rating)
	Enhance students' sense of belonging and encouragement	• Conduct student well-being sessions. • Teacher-parent-student triad conferences. • Recognition programs for effort and growth.	Bi-Monthly	Class Advisers, Guidance Team, Parents	School MOOE NGO/ Government Support	Decrease in absenteeism, increase in positive behavior reports.
Academic Performance	Improve student performance across literacy-related subjects.	• Implement a reading remediation program for struggling learners. • Establish peer tutoring schemes. • Regular academic performance tracking and intervention.	Quarterly Review	Subject Teachers, Librarians	DepEd School MOOE	95% increase in average grades in literacy-related subjects by year-end

CONCLUSION

This study examined the influence of literacy campaigns and student motivation on academic performance in selected public schools in Quezon City. The findings revealed that literacy campaigns are being implemented with a very high level of effectiveness, particularly

through engaging teaching strategies, adequate resource availability, and well-structured program delivery. Students likewise demonstrated a very high level of motivation, especially in terms of their interest in learning, effort in schoolwork, and the encouragement received from both parents and teachers. Statistical analysis showed a moderate positive correlation between literacy campaign effectiveness and student motivation, while both literacy campaign effectiveness and motivation had significant, though modest, relationships with academic performance. Among all variables, teaching strategies and interest in learning emerged as the most significant predictors of academic success, suggesting that both instructional quality and student engagement are crucial to academic achievement.

Despite the encouraging results, the study also highlighted that the predictive power of these variables remains limited, indicating that academic performance is influenced by a broader range of factors beyond literacy and motivation alone. Thus, future research is recommended to explore additional variables such as socio-economic background, school climate, digital literacy, and peer influence. Longitudinal studies may also provide insights into the sustained impact of literacy campaigns and motivational strategies over time. Moreover, incorporating qualitative methods such as interviews or focus group discussions could offer deeper perspectives into the students' and teachers' experiences, while intervention-based or experimental studies could assess the direct effects of targeted programs. Expanding the research to a wider geographic scope and evaluating the role of digital learning tools can also enhance the generalizability and relevance of future findings. Through these directions, educational stakeholders can better design evidence-based policies and interventions to improve literacy, motivation, and ultimately, student performance in public schools.

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