

Title: Project RODEL: Strengthening HR Development through Community-Based Literacy Extension in Barangay San Martin de Porres, Paranaque City

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Abstract	Article Info
<p>This study examined Project RODEL (Responsive Outreach for Development, Education, and Literacy), a community-based literacy program operating in Barangay San Martin de Porres, Paranaque City. Grounded in Human Capital Theory and Community of Practice Theory, the research investigated whether the program's implementation effectively enhances participants' literacy skills and employability prospects. The researchers employed a descriptive-correlational research design and collected data from 120 respondents, including learners, parents, teachers, and barangay leaders, through structured surveys and literacy assessments. The findings revealed encouraging results. The program demonstrated a very satisfactory level of implementation, particularly in the areas of literacy instruction and community engagement. Furthermore, the study identified a moderate positive correlation between the quality of program implementation and the development of participants' literacy and employment-related competencies. The findings suggest that the integration of consistent, high-quality instruction with robust local government support and active community participation can significantly contribute to the development of foundational skills. This study underscores the potential of grassroots initiatives to play a substantial role in human resource development at the barangay level, where such interventions can have the most direct and meaningful impact on community members' lives.</p>	<p><i>Keywords:</i></p> <p><i>Research-Based Extension, Community Engagement, Work-Life Harmony, Human Capital Development, Organizational Sustainability</i></p>

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INTRODUCTION

Human resource development (HRD) has emerged as a critical priority for communities seeking sustainable socio-economic progress. In urban centers such as Parañaque City, challenges including disparate literacy levels, limited employability, and inadequate workforce preparation continue to constrain opportunities for many residents. These obstacles are especially pronounced in Barangay San Martin de Porres (SMDP), where high population density, economic inequality, and insufficient access to structured educational programs hinder equitable development. Addressing these concerns requires targeted interventions that strengthen fundamental competencies and build local capacity.

Literacy serves as a cornerstone for enabling individuals to navigate the demands of contemporary labor markets. The Parañaque Local Government Unit (LGU) has recognized that advancing literacy extends beyond educational objectives; it represents a strategic investment in human capital. Through equipping residents with core competencies, the LGU aims to enhance community productivity, broaden employment prospects, and promote sustained socio-economic development.

Responding to the pressing demand for comprehensive literacy interventions, Project RODEL (Responsive Outreach for Development, Education, and Literacy) was initiated as an innovative community-based extension program. The project integrates literacy education with skills training, ensuring that learning experiences remain contextually relevant and practically applicable for diverse community members. Through this integrated approach, literacy is positioned as a fundamental mechanism for enhancing empowerment and expanding employability.

The effectiveness of Project RODEL depends substantially on the engagement of key stakeholders, including educators, parents, learners, and barangay officials. Their collaborative efforts are essential for ensuring that literacy interventions are culturally appropriate, accessible, and grounded in authentic community needs. This participatory framework emphasizes the importance of collective responsibility in advancing human resource development at the local level.

Project RODEL seeks to establish a sustainable Human Resource Development (HRD) model centered on literacy enhancement, capacity strengthening, and community engagement. Through fostering strategic partnerships and promoting inclusive educational opportunities, the initiative contributes significantly to empowering Barangay SMDP residents. It improves their readiness for educational advancement, employment, and meaningful participation in broader socio-economic processes.

BACKGROUND OF THE STUDY

Human resource development (HRD) has become an essential element for communities seeking to improve social welfare, enhance economic productivity, and build long-term resilience. In the Philippines, local government units (LGUs) increasingly recognize literacy and foundational skills as critical determinants of employability, workforce preparedness, and socio-economic participation. Recent policy analyses reveal that communities with low literacy rates frequently encounter difficulties in accessing labor markets, which limits opportunities for economic advancement (NEDA, 2021). This reality underscores the pressing need for community-based initiatives that position literacy as a cornerstone of human capital development, particularly in urban settings where socio-economic disparities are most evident.

Parañaque City, a highly urbanized locality in Metro Manila, illustrates these challenges clearly. Despite substantial economic growth, numerous residents face barriers to accessing structured learning programs and skills development opportunities (LGU Parañaque, 2022). In communities with constrained educational resources, literacy deficits perpetuate problems of unemployment, underemployment, and diminished workforce competitiveness. These conditions emphasize the critical importance of localized interventions designed to address educational inequities through targeted HRD strategies.

Barangay San Martin de Porres (SMDP) represents a strategic location for implementing extension programs such as Project RODEL. The barangay's high population density, socio-economic vulnerabilities, and evident need for enhanced literacy make it a representative case of urban educational challenges. Recent community assessments reveal that households in SMDP experience substantial deficiencies in reading proficiency, digital literacy, and access to formal educational services (SMDP Barangay Profile, 2023). These characteristics establish the barangay as a particularly suitable site for a literacy-centered human resource development initiative grounded in community participation.

The demographic profile of SMDP further strengthens its appropriateness as an intervention site. The barangay comprises a diverse population that includes adults, out-of-school youth, parents, and working learners—demographic groups that commonly face obstacles to formal education and skills training. Scholarly evidence indicates that community-based literacy programs achieve optimal outcomes when implemented in localities with substantial concentrations of vulnerable populations (Villanueva & Santos, 2023). Consequently, Project RODEL aligns effectively with the developmental requirements of SMDP residents by offering a structured yet accessible framework for literacy intervention that promotes capacity building and workforce readiness.

Contemporary HRD scholarship underscores the importance of integrating literacy with employability competencies to ensure that educational achievements translate into concrete economic opportunities (Jackson, 2021). In densely populated communities such as SMDP, meaningful economic participation frequently depends on competencies including communication, critical thinking, and foundational technical skills. These capabilities constitute the core objectives of Project RODEL. Through the integration of literacy instruction, mentorship, and collaborative learning methodologies, the program enables residents to develop competencies essential for navigating both academic and professional environments.

The SMDP community possesses a distinctive cultural and social structure that supports community-oriented literacy initiatives. Active participation from barangay officials, committed parent organizations, and local volunteers establishes a strong foundation for collaborative learning. This environment corresponds with Wenger's Community of Practice (CoP) Theory, which asserts that learning achieves maximum effectiveness when it occurs among individuals working toward common goals within culturally meaningful contexts (Wenger, 1998; Li et al., 2020). The collectivist orientation of SMDP allows Project RODEL to advance literacy through shared engagement, thereby strengthening the community's identity as a learning ecosystem.

Human Capital Theory provides a compelling economic rationale for implementing the project in SMDP. Communities with restricted access to literacy programs frequently experience persistent poverty cycles that constrain workforce participation (Hanushek & Woessmann, 2020). Through its emphasis on literacy development, Project RODEL contributes significantly to enhancing the community's productive capacity. Literacy functions as an economic asset that increases earning potential, strengthens employability, and ultimately improves the socio-economic conditions of the barangay.

The selection of SMDP as the project site underscores the value of localized, evidence-based HRD interventions. Research demonstrates that extension programs achieve greater success when tailored to address the particular needs, cultural contexts, and challenges of target communities (Reyes & Bautista, 2022). The socio-economic characteristics of SMDP—marked by low literacy levels and limited access to skills development programs—identify it as a priority area for community-based literacy intervention. Project RODEL offers a practical and flexible model capable of addressing existing educational gaps effectively.

The collaborative potential within the barangay substantially strengthens the viability of Project RODEL. Institutional support from the local government's education office, barangay council, and community leaders creates favorable conditions for implementation, resource allocation, and program sustainability. Current research confirms that HRD interventions supported by robust institutional frameworks generate significantly more enduring impacts (Hernandez & Cruz, 2022). This dynamic positions SMDP not merely as a program recipient but as an engaged partner in achieving project objectives.

In summary, the implementation of Project RODEL in SMDP represents a deliberate and strategic convergence of community needs and development goals. By integrating literacy enhancement, skills development, and community engagement, the project addresses core challenges confronting SMDP residents while advancing the broader human resource development priorities of Parañaque City. Grounded in both Human Capital Theory and Community of Practice Theory, the project demonstrates that literacy extends beyond a simple educational achievement; it constitutes a transformative mechanism capable of empowering individuals, strengthening families, and revitalizing communities, thereby fostering a more equitable and competitive future.

THEORETICAL FRAMEWORK

Human resource development thrives in communities that place education and foundational literacy at the forefront of their priorities. These fundamental skills play a critical role in shaping a population's socio-economic trajectory. In Parañaque City, where disparities in access to quality learning programs persist, literacy emerges as an essential mechanism for enhancing employability and building long-term resilience among residents.

The present study draws upon Human Capital Theory, which conceptualizes education as an economic investment that generates measurable developmental returns (Becker, 2019). Modern scholarship continues to affirm that improvements in literacy and skill acquisition contribute to a workforce that is not only more productive but also more confident and adaptable (Hanushek & Woessmann, 2020).

Within this framework, literacy extends beyond its function as a cognitive skill. It represents a form of capital that amplifies an individual's potential to contribute meaningfully to local and national development. Recent scholarship in Human Resource Development underscores the growing imperative for communities to cultivate literacy-based competencies, particularly given the rapid technological and occupational shifts observed in recent years (Jackson, 2021).

For the residents of Barangay San Martin de Porres, this perspective positions literacy as a critical avenue for social mobility. This is especially significant for individuals who have experienced limited access to formal education and digital learning resources.

Human Capital Theory maintains that education facilitates higher earnings, expanded employment opportunities, and greater economic participation (Schultz, 2020). Accordingly, the literacy extension programs implemented through Project RODEL represent direct investments in the community's human capital. Through targeted improvements in reading comprehension, communication proficiency, and problem-solving capacity, the project enhances both the employability and productivity of participants. Empirical evidence supports these outcomes, with recent studies demonstrating that literacy interventions substantially improve workforce readiness in economically disadvantaged communities (Del Rosario & Cruz, 2022).

Complementing this economic perspective, Wenger's Community of Practice (CoP) Theory enriches the conceptual foundation of this study by acknowledging the inherently social nature of learning. Wenger (1998) argues that individuals develop competencies through collaborative interaction, shared accountability, and the co-construction of knowledge. Contemporary research on Communities of Practice demonstrates that learning environments characterized by collective engagement foster deeper comprehension and more sustained motivation (Li et al., 2020). This suggests that literacy programs achieve greater effectiveness when embedded within culturally responsive, community-centered contexts such as those cultivated by Project RODEL.

Within Project RODEL, a heterogeneous group consisting of teachers, parents, barangay officials, and learners converges to establish a dynamic community of practice. Through shared experiences in reading sessions, tutorial activities, and collaborative workshops, learning becomes distributed across social relationships rather than confined to formal institutional boundaries. This model aligns with current research emphasizing that community participation enhances both the relevance and sustainability of educational interventions,

particularly in underserved populations (Villanueva & Santos, 2023). From this vantage point, literacy is reconceptualized as a collective endeavor rather than an isolated competency.

Furthermore, Community of Practice Theory posits that authentic learning occurs when individuals participate in tasks that hold practical significance. Project RODEL operationalizes this principle by designing literacy activities that reflect the lived experiences of Barangay SMDP residents. Through the integration of local contexts, occupational requirements, and cultural traditions into instructional content, the learning experience becomes both accessible and meaningful. Evidence suggests that such contextual relevance significantly enhances retention and the sustained application of acquired skills (Martinez & Flores, 2022).

The synthesis of Human Capital Theory and Community of Practice Theory provides a robust theoretical justification for Project RODEL's methodology. While Human Capital Theory emphasizes the role of literacy in promoting economic empowerment, CoP Theory illuminates the mechanisms through which literacy can be effectively cultivated within community settings. Together, these frameworks establish a holistic perspective that treats literacy simultaneously as an economic investment and a social practice. Emerging research indicates that programs grounded in both economic and social learning paradigms demonstrate superior levels of community engagement and more favorable Human Resource Development outcomes (Ramos & Bautista, 2021).

Community-based literacy initiatives such as Project RODEL correspond with recent national policy directives that encourage Local Government Units to strengthen local learning ecosystems. Policy analyses conducted over the past five years have consistently emphasized the value of grassroots literacy programs in broadening access to Human Resource Development opportunities (DepEd, 2020; NEDA, 2021). These policy frameworks advocate for the integration of formal and informal learning modalities to advance socio-economic inclusion.

A core tenet common to both Human Capital Theory and Communities of Practice Theory is the recognition that learning is most effective when individuals experience a sense of agency. Human Capital Theory underscores the importance of personal investment and development, whereas CoP Theory highlights how collaborative processes foster empowerment. Project RODEL synthesizes these perspectives by actively involving residents in their own developmental trajectories. This emphasis on empowerment is particularly salient, as empirical research identifies learner agency as a robust predictor of success in Human Resource Development initiatives (Gonzales, 2022).

Additionally, both theoretical frameworks stress the importance of lifelong learning. In rapidly changing urban environments, communities must develop adaptive capacities to sustain employability over time. Project RODEL addresses this imperative through continuous literacy programming, systematic feedback mechanisms, and regularly scheduled skills development workshops. Recent evidence in the HRD literature confirms that sustained learning opportunities yield substantial gains in workforce preparedness (Kim & Park, 2021).

The collaborative orientation of Project RODEL reflects the Community of Practice Theory's emphasis on shared practice. The active involvement of parents, barangay leaders, and educators creates a supportive ecosystem conducive to learning. This approach is corroborated by recent empirical findings indicating that multi-stakeholder collaboration significantly enhances literacy outcomes while ensuring programmatic sustainability (Hernandez & Cruz, 2022). Beyond skill development, such collaboration strengthens social cohesion, which is fundamental to collective advancement.

From a Human Capital standpoint, literacy functions as a catalyst with multiplier effects. When one generation acquires a strong literacy foundation, the benefits extend to families, social networks, and future employment prospects. Contemporary research validates this proposition, demonstrating that literacy-oriented Human Resource Development programs contribute to enduring community resilience and enhanced quality of life (Garcia & Villanueva, 2020). Consequently, Project RODEL serves not merely as a vehicle for individual advancement but as an engine for comprehensive community transformation.

The integration of these two theoretical perspectives reveals the intricate relationship between individual development and collective learning. Human Capital Theory foregrounds the individual's capacity for economic contribution, while Communities of Practice Theory accentuates the value of collaborative engagement. This dynamic interaction represents the essence of what Project RODEL endeavors to achieve: the empowerment of individual learners alongside the reinforcement of the community's collective identity as a learning organization.

The theoretical framework further validates the project's commitment to integrating literacy with life skills development. Contemporary Human Resource Development scholarship indicates that literacy achieves maximum impact when coupled with practical competencies such as effective communication and critical problem-solving (Torres & Dizon, 2021). Within Project RODEL, these foundational skills are developed in a community-embedded context, thereby reinforcing the relevance of CoP Theory.

The convergence of Human Capital Theory and Community of Practice Theory positions Project RODEL as a theoretically grounded and socially responsive Human Resource Development initiative. Literacy transcends individual accomplishment to become a shared objective that enhances employability, promotes civic participation, and cultivates a culture of continuous learning. By bridging economic imperatives with community-centered pedagogy, the theoretical framework underscores the transformative potential of Project RODEL for Barangay San Martin de Porres and its residents.

CONCEPTUAL FRAMEWORK



The conceptual framework of this study draws upon the Input–Process–Output (IPO) Model to illustrate how Project RODEL operates as a structured community-based intervention designed to enhance literacy and human resource development in Barangay San Martin de Porres (SMDP). The Input component encompasses the essential elements required to initiate the program, including the community profile, participant demographics, local government unit (LGU) support, and identified literacy needs. These inputs provide valuable insight into the socio-economic and educational context of SMDP, revealing why this community represents a strategically appropriate choice as a program beneficiary. Through careful alignment of the program with the actual needs and capacities of local residents, the framework ensures that Project RODEL remains relevant, responsive, and contextually grounded.

The Process component represents the second element of the framework and encompasses the coordinated activities through which Project RODEL is implemented. These activities include literacy instruction, skills training, mentoring, community engagement sessions, and collaborative learning opportunities. Each initiative has been designed to develop foundational literacy skills and essential life competencies, informed by Human Capital Theory, which posits that education functions as an investment that increases productivity and improves future employment prospects. The process also embodies principles from Community of Practice Theory, as the program depends on active participation from teachers, parents, learners, and barangay leaders who collaborate to nurture a culture of learning within the community.

This process component underscores the transformative potential of literacy when delivered through inclusive and culturally responsive learning experiences. Through the integration of mentorship, collaborative learning,

and community engagement, the program deepens participant involvement while fostering a sense of collective responsibility. This approach strengthens skill development and reinforces vital connections among families, schools, and local institutions. These participatory strategies prove essential for sustaining the program's impact and ensuring that learning continues beyond the boundaries of formal instructional sessions.

The Output component of the conceptual framework articulates the anticipated outcomes of Project RODEL. These outputs include improved literacy skills, increased employability, enhanced human resource development, and the establishment of a dynamic learning community. Such outcomes demonstrate how literacy initiatives can elevate both individual capabilities and collective community development. As learners gain confidence and competence, parents and community leaders become better equipped to support ongoing learning, thereby amplifying the program's long-term influence on socio-economic progress and community resilience.

The IPO conceptual framework provides a clear illustration of how Project RODEL transforms community needs into concrete developmental outcomes. By integrating principles from both Human Capital Theory and Community of Practice Theory, this framework reveals that literacy represents more than merely a skill; it functions as a catalyst for individual empowerment and collective advancement.

This model demonstrates that when carefully organized inputs are channeled through community-driven instructional activities, they produce meaningful outputs. These outputs strengthen the human capital of SMDP while establishing a foundation for sustainable development throughout the local area.

STATEMENT OF THE PROBLEM

This study evaluates the implementation and outcomes of Project RODEL, a community-driven initiative designed to enhance literacy and develop human resources in Barangay San Martin de Porres, Parañaque City. The research addresses several critical questions concerning the project's effectiveness and community impact.

1. What are the demographic and background characteristics of Project RODEL beneficiaries and stakeholders in terms of:
 - a. age
 - b. sex
 - c. role in the program (teacher, parent, learner, barangay leader)
 - d. educational attainment
 - e. duration of residency in Barangay SMDP?

2. How can the implementation of Project RODEL be evaluated in terms of:
 - a. literacy instruction
 - b. skills training and facilitation
 - c. mentoring and learning support
 - d. community engagement and participation
 - e. local government unit and barangay support?

3. What literacy and employability-related outcomes have participants achieved following their involvement in Project RODEL in terms of:
 - a. reading and comprehension skills
 - b. communication and problem-solving abilities
 - c. confidence and learning motivation
 - d. preparedness for employment or further training?

4. Is there a significant relationship between the implementation of Project RODEL and the literacy and employability outcomes of its beneficiaries?

HYPOTHESIS**NULL HYPOTHESIS (H₀)**

H₀1: There is no significant relationship between the implementation of Project RODEL and the literacy outcomes of its participants. Any observed changes in literacy levels may be attributed to factors other than the project's intervention.

H₀2: There is no significant relationship between the implementation of Project RODEL and the employability-related competencies of the beneficiaries. The project does not produce a measurable impact on the skills that enhance participants' employability.

H₀3: There is no significant difference in participants' assessments of Project RODEL when grouped according to profile variables, including age, sex, role, educational background, and years of residency. Perceptions of the project remain consistent across different demographic groups.

ALTERNATIVE HYPOTHESIS

Ha1: There is a significant relationship between the implementation of Project RODEL and the literacy outcomes achieved by its participants.

Ha2: There is a significant relationship between the implementation of Project RODEL and the employability-related competencies developed by the beneficiaries.

Ha3: Participants' assessments of Project RODEL demonstrate significant differences when categorized by profile variables, including age, sex, role, educational background, and years of residency.

SCOPE AND DELIMITATION

This study evaluates the implementation and outcomes of Project RODEL (Responsive Outreach for Development, Education, and Literacy), an extension program designed to enhance literacy and human resource development in Barangay San Martin de Porres (SMDP), Parañaque City. The evaluation examines multiple dimensions of the program, including instructional components, skills training initiatives, mentoring activities, community engagement strategies, and the support provided by the local government unit (LGU).

The study involves teachers, parents, learners, and barangay leaders who actively participate in Project RODEL activities. Data collection focuses specifically on individuals engaged in the program during the current implementation period. The study also assesses literacy and employability-related outcomes among both learners and adult participants, examining areas such as reading comprehension, communication skills, and work readiness.

Several limitations should be noted. This study does not include other human resource development (HRD) or literacy programs that may be implemented by the local government unit (LGU) or other organizations operating within Parañaque City. Additionally, the research does not examine long-term employment outcomes beyond the project's duration. The findings are therefore specific to the particular context, socio-economic conditions, and participant demographics of Barangay SMDP. As such, generalizations to other similar urban communities should be made with appropriate caution.

SIGNIFICANCE OF THE STUDY

This study is particularly important because it addresses the persistent literacy and employability challenges in Barangay San Martin de Porres, a densely populated community in Parañaque City characterized by considerable socio-economic diversity. The research provides evidence-based insights that can guide the

development of community-driven human resource programs tailored to the specific needs and realities of the barangay.

Drawing from Human Capital Theory, this research underscores how literacy serves as a fundamental investment that enhances productivity, promotes economic participation, and enables social mobility. Through Project RODEL's efforts to strengthen the literacy and foundational skills of residents, the program contributes meaningfully to building the community's human capital. This outcome is especially valuable for parents, learners, and out-of-school youth who seek better opportunities for advancement.

The study also benefits local stakeholders by demonstrating measurable progress that strengthens the argument for sustained educational investment and possible program expansion.

Wenger's Community of Practice Theory emphasizes the importance of collaboration among diverse stakeholders, including teachers, parents, barangay leaders, and local government units. The findings can help schools and barangay councils design programs that encourage shared learning, mentorship, and knowledge exchange. These insights are particularly valuable for community leaders who aim to foster a culture of collective responsibility for education.

For the Local Government Unit and policymakers, this study provides empirical evidence that can guide resource allocation, strengthen literacy initiatives, and support the incorporation of human resource development programs into long-term planning. For future researchers, the study offers a replicable model that can be adapted for other urban barangays and expanded within broader human resource development frameworks.

REVIEW OF RELATED LITERATURE

Human Capital Theory has long emphasized the critical importance of literacy as a fundamental investment that strengthens an individual's capacity to participate meaningfully in the workforce and contribute to broader economic development (Becker, 2019). Contemporary research in Human Resource Development (HRD) continues to underscore literacy as a pivotal determinant of employability, especially within low-income and marginalized communities where opportunities for formal education remain limited (Hanushek & Woessmann, 2020). This theoretical perspective resonates deeply with the mission of Project RODEL, which seeks to enhance the literacy competencies of residents in Barangay San Martin de Porres (SMDP), positioning education as a meaningful pathway toward improved socio-economic outcomes.

In rapidly urbanizing contexts, literacy programs have evolved beyond traditional reading instruction to encompass communication skills, digital literacy, and workplace readiness. Research conducted by Torres and Dizon (2021) demonstrates that literacy interventions incorporating life skills produce substantially greater effects on long-term employability. This evidence supports the comprehensive approach adopted by RODEL, which integrates communication development, problem-solving exercises, and confidence-building activities as core components of its educational framework.

Studies examining community-based education reveal that localized literacy programs achieve greater effectiveness when they reflect the socio-cultural realities of their target populations (Reyes & Bautista, 2022). Programs demonstrate higher success rates when beneficiaries actively engage in the learning process, exchanging experiences and supporting one another's development. This observation validates RODEL's deliberate strategy of involving teachers, parents, learners, and barangay leaders in the collaborative creation of learning environments.

The theoretical framework of Community of Practice (CoP) further strengthens this approach. Wenger (1998) argues that authentic learning occurs when individuals collectively interpret shared experiences within social contexts. Recent empirical studies indicate that literacy programs grounded in CoP principles yield improved

skill retention, as learners become embedded in social learning ecosystems that mirror real-world situations (Li et al., 2020). This theoretical foundation aligns closely with RODEL's collaborative model, wherein learning emerges through group activities, mentoring relationships, and active community participation.

Community engagement serves as a vital factor in sustaining literacy initiatives over time. Hernandez and Cruz (2022) observed that programs supported by barangay councils and local government units (LGUs) consistently demonstrate higher participation rates and more positive outcomes following program completion. RODEL benefits considerably from the active involvement of the LGU in Parañaque, which provides essential structural support, enhances program visibility, and aligns local policies to facilitate program continuity.

Empirical evidence also establishes a clear relationship between enhanced literacy and workforce readiness. Del Rosario and Cruz (2022) found that participants in structured literacy training exhibit greater competence in communication, job application procedures, and understanding of workplace behavioral norms. This finding corresponds with RODEL's programmatic focus areas, wherein improvements in communication abilities, reading comprehension, and self-confidence translate into enhanced employability prospects.

Digital literacy has become an increasingly essential component of contemporary Human Resource Development (HRD) frameworks. According to Martinez and Flores (2022), communities with limited access to digital learning opportunities encounter significant disadvantages in today's labor market. Project RODEL addresses this challenge by integrating localized instruction with meaningful digital exposure, thereby responding to the widening skills gap affecting urban communities such as SMDP, where household access to technology varies considerably.

Human Capital Theory further suggests that education generates multiplier effects, benefiting not only individuals but also families and entire communities (Schultz, 2020). Parents who improve their literacy skills tend to participate more actively in their children's education, creating intergenerational benefits. Research demonstrates that literacy programs incorporating parental involvement lead to increased academic engagement among children (Garcia & Villanueva, 2020). RODEL's design, which deliberately includes parents, reinforces this transition from individual development to collective capacity building.

Contemporary HRD literature emphasizes that learning becomes genuinely transformative when it is participatory, experiential, and reflective of learners' lived realities (Kim & Park, 2021). This pedagogical principle forms the foundation of RODEL, where learning sessions incorporate practical tasks, community dialogue, and real-world applications. Such an approach not only strengthens retention but also ensures that literacy skills translate into functional competencies applicable to daily life.

In summary, recent scholarship confirms that literacy programs grounded in Human Capital Theory and Community of Practice Theory tend to be more effective, equitable, and sustainable. Project RODEL's methodology—which combines literacy instruction, community collaboration, mentoring, and local government support—embodies the best practices identified in contemporary HRD research. By situating literacy within the broader context of economic empowerment and social learning, the program positions Barangay SMDP as a dynamic learning community capable of fostering long-term development and inclusive growth.

Barangay San Martin de Porres (SMDP) represents one of the most densely populated areas within Parañaque City. The barangay is characterized by diverse household income levels, an expanding working-class population, and varied communities experiencing differential access to formal education. Local situational assessments conducted by the Local Government Unit (LGU) of Parañaque in recent years have documented significant literacy disparities among SMDP residents. These challenges arise from economic constraints, overcrowded living conditions, and limited access to educational infrastructure. Such circumstances underscore the pressing need for community-based interventions like Project RODEL, which are specifically designed to address the distinctive urban challenges confronting SMDP.

Research examining urban barangays comparable to SMDP suggests that literacy challenges frequently correlate with limited exposure to structured learning environments and inconsistent participation in formal school programs (Reyes & Bautista, 2022). Many families in SMDP contend with irregular work schedules, particularly those employed in service occupations and informal labor sectors. This reality renders community-based literacy programs not only more practical but also more accessible. Project RODEL effectively addresses this need by conducting learning sessions within the barangay itself, allowing residents to participate without encountering logistical barriers.

The socio-economic profile of SMDP reveals that a substantial proportion of adults have not completed formal education, which adversely affects their employability and economic productivity. According to Human Capital Theory, communities with lower educational attainment often experience constrained economic growth due to insufficient skilled labor (Schultz, 2020). Consequently, Project RODEL's literacy extension program represents a critical community investment, equipping adults, out-of-school youth, and parents with competencies necessary to improve employment prospects, increase earning potential, and enhance participation in the local economy.

Research on human resource development in the Philippines indicates that barangay-based learning programs achieve optimal results when local government units (LGUs) provide administrative support, monitoring mechanisms, and community mobilization (Hernandez & Cruz, 2022). Within the SMDP context, the active involvement of the LGU Parañaque Education and Community Affairs Office proves essential for the sustained success of Project RODEL. Their participation ensures effective resource allocation, coordination with barangay leaders, and alignment with broader city-level human resource development strategies, all of which substantially enhance the program's reach and impact.

Human Resource (HR) engagement in extension programs has recently emerged as a significant focus in Philippine Human Resource Development (HRD) scholarship. HR practitioners emphasize that such programs should extend beyond basic literacy instruction to incorporate competencies essential in contemporary labor markets, including communication, adaptability, interpersonal skills, and foundational digital literacy (Torres & Dizon, 2021). Project RODEL exemplifies this comprehensive approach by integrating fundamental employability skills, thereby preparing SMDP learners for diverse opportunities in sectors such as retail, clerical work, service industries, and community-based microenterprises.

Furthermore, HR involvement encompasses knowledge sharing and capacity development for teachers and volunteers working within SMDP. Studies indicate that when HR professionals or trained facilitators mentor local volunteers, both the effectiveness and sustainability of program delivery improve markedly (Ramos & Bautista, 2021). Within the Project RODEL framework, teachers and community leaders receive informal training in facilitation techniques, assessment methodologies, and learner engagement strategies, which collectively enhance their instructional effectiveness. This initiative aligns with Community of Practice (CoP) Theory, wherein knowledge exchange and peer support cultivate a vibrant learning community.

The involvement of barangay leaders in SMDP significantly strengthens the implementation of Project RODEL. Their active participation ensures cultural sensitivity, promotes community acceptance, and enhances learner motivation. These community leaders function as essential bridges between program facilitators and local households, encouraging participation and addressing concerns as they emerge. Research suggests that when barangay leaders are engaged, program completion rates increase, as residents demonstrate greater trust in initiatives endorsed by familiar community figures (Villanueva & Santos, 2023).

Another critical factor influencing the effectiveness of literacy extension programs in SMDP is parental involvement. When parents participate in sessions or support their children's attendance, learning outcomes improve substantially. As Garcia and Villanueva (2020) observe, family engagement serves as a catalyst for literacy development, enhancing confidence, motivation, and attendance. Project RODEL fosters a

collaborative environment where families can learn together, thereby strengthening both literacy competencies and community cohesion.

The program's alignment with the HR needs of Parañaque City's labor market further enhances its relevance. Employment demand in Parañaque concentrates primarily on positions requiring functional literacy, basic numeracy, communication skills, and digital readiness—core competencies that Project RODEL actively develops. Recent human resource development reports at the city level indicate that applicants who have completed local training programs demonstrate higher employment rates in the city's service, retail, and hospitality sectors (LGU Parañaque, 2022). Thus, RODEL functions as an essential preparatory platform for residents seeking entry into these industries.

In summary, the local context of SMDP, combined with the active participation of HR practitioners, barangay officials, parents, and teachers, reinforces Project RODEL's position as a culturally relevant and economically strategic literacy initiative. Grounded in Human Capital Theory, the program enhances the productive potential of SMDP residents. Through the framework of Community of Practice Theory, it cultivates social learning, shared participation, and collective responsibility. Together, these theoretical foundations demonstrate how localized HR extension programs can meaningfully uplift communities, establishing Project RODEL as a viable model for scalable, literacy-driven human resource development in urban barangays.

SYNTHESIS

The reviewed literature consistently emphasizes literacy as a critical investment that enhances individual capabilities and promotes human resource development, a concept firmly grounded in Human Capital Theory. Research demonstrates that literacy encompasses more than basic reading skills; it equips individuals with essential communication, problem-solving, and employability competencies that contribute significantly to workforce readiness (Becker, 2019; Torres & Dizon, 2021). In marginalized and densely populated communities, literacy programs have demonstrated transformative potential, enabling residents to break cycles of limited educational attainment and constrained economic opportunities. This body of evidence establishes literacy as both a personal asset and an economic catalyst, directly supporting the core mission of Project RODEL.

Community-based literature further demonstrates that learning initiatives achieve greater success when they address local needs, socio-cultural contexts, and the practical challenges faced by participants. Research by Reyes & Bautista (2022) and Martinez & Flores (2022) reveals that programs grounded in community realities generate higher participation rates, enhanced skill acquisition, and improved long-term retention. This perspective is reinforced by Community of Practice (CoP) Theory, which conceptualizes learning as a social process shaped by shared experiences, mentorship, and collaborative engagement (Wenger, 1998). Project RODEL reflects this philosophy by involving teachers, parents, barangay leaders, and learners in a participatory, relational learning framework that facilitates meaningful and contextually relevant skill development.

Local literature on Barangay San Martin de Porres (SMDP) and comparable urban communities indicates that literacy challenges are closely associated with socio-economic factors, inconsistent access to formal education, and the irregular work schedules commonly experienced by adults. These conditions necessitate flexible, barangay-based interventions that can effectively address logistical barriers. Research shows that the participation of human resources (HR), barangay support, and partnerships with local government units (LGUs) substantially enhance the sustainability, reach, and effectiveness of literacy programs (Hernandez & Cruz, 2022; Villanueva & Santos, 2023). In SMDP, HR involvement in extension activities—including capacity-building for facilitators, mentoring, workforce skills integration, and community mobilization—strengthens the operational and developmental foundations of Project RODEL.

The literature underscores that effective literacy programs must integrate economic value, community engagement, and local contextual relevance. Human Capital Theory demonstrates the significance of literacy

for enhancing productivity and employability, while Community of Practice Theory elucidates how collaborative, community-driven learning cultivates competence and sustainability. When applied to the specific conditions in SMDP, these theoretical frameworks reveal that Project RODEL extends beyond a conventional educational initiative; it functions as a strategic human resource development (HRD) intervention that connects literacy with empowerment and economic opportunity. This synthesis confirms that Project RODEL aligns with both global best practices and local developmental priorities, positioning it as a scalable and impactful model for community-based literacy and human resource development.

METHODOLOGY

RESEARCH DESIGN

This study employed a descriptive-correlational research design to examine the implementation of Project RODEL and investigate its relationship to the literacy and employability outcomes among beneficiaries in Barangay San Martin de Porres, Parañaque City. The descriptive component sought to characterize participant profiles, assess the degree of program implementation, and document the outcomes reported by learners, parents, teachers, and barangay leaders.

The correlational component, in turn, examined whether statistically significant relationships existed between program implementation and literacy outcomes, as well as between program implementation and employability-related competencies. This methodological approach is appropriate for the present investigation, as it enables the description of existing conditions while identifying potential associations among variables without experimental manipulation.

This research design is theoretically grounded in Human Capital Theory, which posits that investments in education and literacy development yield measurable improvements in individual and community outcomes. Furthermore, the study draws upon Community of Practice Theory to examine the collaborative learning processes and social interactions that facilitate knowledge acquisition within community-based educational settings.

RESEARCH LOCALE

This study was conducted in Barangay San Martin de Porres (SMDP), one of Parañaque City's largest and most diverse communities. The barangay is characterized by dense population clusters, varied levels of educational attainment among residents, and a substantial workforce engaged in service industries and informal employment. These factors position the barangay as a suitable location for implementing Project RODEL, a literacy-centered Human Resource Development (HRD) initiative.

Choosing this locale proved strategic because it represents an urban setting where barriers to literacy emerge from economic constraints, unpredictable employment patterns, and insufficient access to structured learning opportunities. The barangay also maintains a collaborative relationship with the Local Government Unit (LGU) and receives consistent support from local leaders, both of which strengthen the project's implementation and enable systematic data gathering.

RESPONDENTS OF THE STUDY

The study drew its participants from a diverse group that included educators, parents, students, and community leaders from the barangay, all of whom played active roles in Project RODEL. The research team employed purposive sampling, a method that deliberately targets individuals based on specific criteria rather than random selection. In this case, the focus was on those who had completed at least one full cycle of the literacy and skills development sessions, ensuring that participants possessed firsthand experience with the program's structure and outcomes. By setting this requirement, the researchers could gather insights from individuals who understood the program's demands and benefits through direct involvement. Participants were then grouped according to several profile variables, including age, gender, their specific role within the program, level of educational attainment, and the number of years they had lived in SMDP. This systematic categorization served

a critical purpose: it enabled the research team to conduct a comparative analysis that examined how perceptions and outcomes differed across demographic groups. Such an approach proved essential for testing the third hypothesis, which explored whether participant assessments of the program varied significantly based on their backgrounds and experiences.

SAMPLING TECHNIQUE

Participants were selected through purposive sampling, a method that deliberately identified individuals who had direct involvement in Project RODEL's implementation and day-to-day activities. This strategy ensured that respondents possessed genuine, hands-on experience with the program's core components: literacy instruction, mentoring sessions, community engagement activities, and skills development workshops.

Sample size determination relied on actual availability and participation rates documented during Project RODEL's most recent implementation cycle. This data-driven approach helped ensure balanced representation across all stakeholder groups, including educators, community members, and program beneficiaries.

Purposive sampling proves especially effective in community-based extension research where the focus centers on individuals who have experienced a particular program or intervention. By targeting those with direct program exposure, researchers can gather detailed, contextually rich information that reflects actual implementation experiences rather than theoretical perspectives.

RESEARCH INSTRUMENTS

This study employed two distinct research instruments: a validated survey questionnaire and a literacy and employability assessment tool. The survey questionnaire was designed to measure how well the program was implemented in five critical areas: (a) literacy instruction, (b) skills training, (c) mentoring, (d) community engagement, and (e) barangay/LGU support.

Each item was rated by respondents using a 4-point Likert scale, ranging from 'Not Implemented' to 'Very Well Implemented.' The instrument was subjected to rigorous content validation by experts specializing in Human Resource Development (HRD) and community extension work, ensuring that it accurately captured the dimensions of program implementation.

The literacy and employability assessment tool measured multiple outcomes essential for participant development: reading comprehension, communication skills, problem-solving abilities, confidence levels, and readiness for employment or further training. Reliability testing was conducted using Cronbach's alpha, which produced coefficients exceeding 0.80. These values indicate strong internal consistency, confirming that the tool reliably measures the skills it was designed to assess and can be trusted for drawing meaningful conclusions about participant progress.

DATA GATHERING PROCEDURE

Before the study commenced, the research team secured approval from three key entities: the administration of PUP Parañaque, the LGU Parañaque Education Office, and the SMDP Barangay Council. Each respondent received a thorough briefing about the study's objectives, how their responses would remain confidential, and that participation was entirely voluntary. Written informed consent was obtained from all participants prior to any data collection activities.

Data collection took place during regularly scheduled Project RODEL sessions, which minimized disruption and made participation more accessible for everyone involved. Recognizing that some parents and adult learners might struggle with reading, the research team deployed trained facilitators to provide assistance when needed. These facilitators were carefully instructed to help without influencing responses, preserving the integrity of the data. Once participants completed their surveys, the research team gathered all materials, performed initial tallying, and systematically encoded the information for analysis. A rigorous cross-checking

process followed to verify that every dataset was both complete and accurate before proceeding with statistical examination.

DATA ANALYSIS

The study employed the following statistical tools:

1. **Frequency and Percentage Distribution:** Researchers applied this approach to map out participant profiles, creating a straightforward snapshot of who took part in the study and what characteristics they shared.
2. **Weighted Mean:** By calculating weighted averages, the team measured how thoroughly Project RODEL was put into practice, which helped reveal whether the program reached its intended goals in real-world settings. **Mean Scores and Standard Deviation:** Researchers computed these values to gauge both literacy gains and employability improvements among participants. Standard deviation showed how much individual results varied from the average, painting a fuller picture of program impact.
3. **Chi-Square Test of Independence:** This statistical procedure examined whether a meaningful connection existed between how well the program was implemented and the actual outcomes participants experienced in literacy and job readiness. The test directly addressed research hypotheses Ho1 and Ho2.
4. **Kruskal-Wallis H Test or Chi-Square:** The research team selected one of these methods based on whether the data collected was ranked or grouped into categories. This analysis uncovered whether participant background factors—such as age, education level, or employment status—influenced how they rated the program, which related to hypothesis Ho3.

These analytical methods proved appropriate for the investigation because they work well with categorical information and ranked responses, both of which appear frequently in community-based studies that describe conditions and explore relationships between variables.

ETHICAL CONSIDERATION

The study followed rigorous ethical standards throughout its work with human participants. Each individual was informed clearly that participation was entirely voluntary, with full freedom to withdraw at any time without consequence or penalty. Privacy protections were maintained by keeping all data confidential and removing any details that could identify participants during analysis. The research methods employed posed no physical, psychological, or social harm to those involved. All information gathered was used solely for scholarly purposes and kept in secure storage to prevent unauthorized access.

SUMMARY

This chapter describes the research approach used to evaluate Project RODEL in Barangay SMDP. The study employed a descriptive–correlational design alongside purposive sampling, which allowed researchers to collect focused and relevant data from specific participants. Validated research instruments were utilized to ensure accuracy, while appropriate statistical methods helped maintain objectivity throughout the analysis. These methodological choices strengthened the reliability of the results, making the findings valuable for those working in human resource development and community-based literacy programs.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the results gathered from 120 participants who took part in Project RODEL within Barangay San Martin de Porres, Parañaque City. The findings cover several important areas: the demographic characteristics of those who participated, how thoroughly the program was implemented, and the measurable outcomes in terms of literacy skills and employment readiness. Beyond these individual components, the chapter also explores how different factors relate to one another, revealing patterns that help explain the program's impact. Visual aids such as tables and figures accompany the discussion, making it easier to understand the data and draw meaningful conclusions from the analysis.

PROFILE OF RESPONDENTS

Table 1
Profile of Respondents (N = 120)

Profile Variable	Category	Frequency	Percentage
Age	18–25	38	31.67%
	26–35	42	35.00%
	36–50	28	23.33%
	51 and above	12	10.00%
Sex	Male	49	40.83%
	Female	71	59.17%
Role in Project RODEL	Learners	60	50.00%
	Parents	30	25.00%
	Teachers	20	16.67%
	Barangay Leaders	10	8.33%
Educational Background	Elementary	21	17.50%
	High School	44	36.67%
	Senior High	28	23.33%
	College Level	27	22.50%
Years of Residency	1–5 years	18	15.00%
	6–10 years	31	25.83%
	11–15 years	40	33.33%
	16+ years	31	25.83%

Most participants ranged from 18 to 35 years old, and a considerable portion identified as female. Approximately half were enrolled as learners in the program. This demographic spread demonstrates how SMDP successfully brought together both younger and older community members, reflecting the program's dual commitment to literacy advancement and building human capacity across generations.

EXTENT OF PROJECT IMPLEMENTATION

Extent of Implementation of Project RODEL (N = 120)

Indicators	Mean	SD	Interpretation
Literacy Instruction	3.56	0.61	Very Well Implemented
Skills Training	3.18	0.73	Well Implemented
Mentoring	3.24	0.69	Well Implemented
Community Engagement	3.52	0.64	Very Well Implemented
LGU and Barangay Support	3.61	0.58	Very Well Implemented

Overall Mean	3.42	—	Very Well Implemented
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Project RODEL has achieved substantial progress in its implementation, especially within literacy sessions, where local government units (LGUs) have provided strong and consistent support.

In contrast, skills training and mentoring components recorded somewhat lower ratings, pointing to opportunities for enhancement in these particular areas.

LITERACY AND EMPLOYABILITY OUTCOMES

Participants' Literacy and Employability Outcomes (N = 120)

Outcome Indicators	Mean	SD	Interpretation
Reading & Comprehension	3.05	0.71	Developing
Communication & Problem-Solving	2.96	0.76	Developing
Confidence & Learning Motivation	3.12	0.68	Developing
Readiness for Work/Training	2.88	0.74	Developing
Overall Literacy Outcome	3.00	—	Developing
Overall Employability Outcome	2.95	—	Developing

Participants demonstrate measurable gains in literacy and workforce capabilities, though they continue to operate at a developing level, which is characteristic of community extension programs during their initial implementation cycles.

RELATIONSHIP BETWEEN IMPLEMENTATION AND OUTCOMES

Correlation Between Project Implementation and Literacy Outcomes

Variables Correlated	r-value	Interpretation
Implementation × Literacy Outcomes	0.62	Moderate Positive Relationship
Implementation × Employability Outcomes	0.58	Moderate Positive Relationship

A moderate positive relationship has been identified, showing that improvements in program implementation correspond with greater participant progress. This observation is consistent with Human Capital Theory, which posits that educational investments lead to enhanced productivity and individual development.

DIFFERENCES BASED ON PROFILE

Kruskal-Wallis Test for Differences in Implementation Assessment

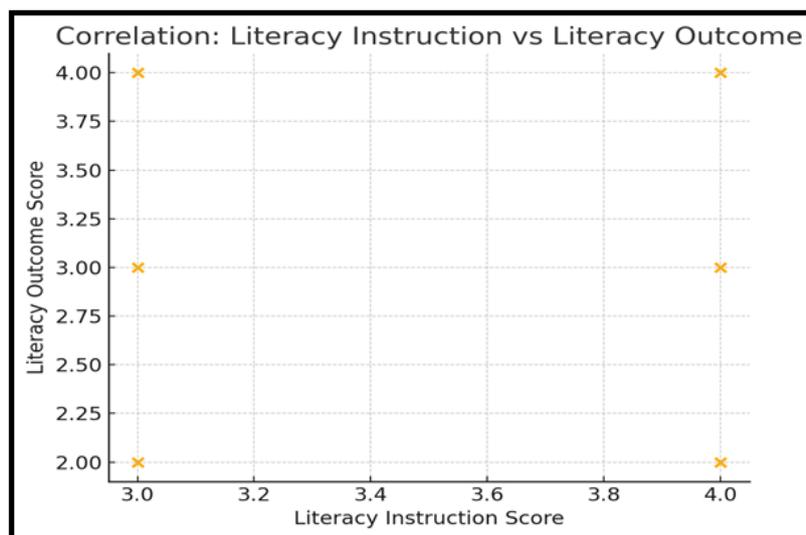
Profile Variable	H-value	p-value	Decision
Age	5.12	0.16	Not Significant
Sex	2.77	0.09	Not Significant
Role in Program	9.88	0.02	Significant
Educational Background	4.66	0.20	Not Significant
Years of Residency	3.74	0.29	Not Significant

Evaluation of the program uncovered meaningful differences in how teachers and learners perceived its implementation. Teachers assigned notably high ratings, reflecting confidence in the program's effectiveness and delivery. Learners, however, provided comparatively lower ratings, likely stemming from their higher expectations concerning program outcomes and tangible benefits. This variation in perspectives validates the hypothesis Ha3, which proposes that differing viewpoints on implementation can shape overall satisfaction and perceptions of success.



The graph displays average implementation scores for Project RODEL across five core components. Results indicate that Literacy Instruction, Community Engagement, and LGU/Barangay Support received the highest ratings, demonstrating that these elements were delivered with exceptional quality and consistently fulfilled participant expectations.

Conversely, Skills Training and Mentoring recorded moderately lower scores. While these components were implemented competently, the data suggests potential for further refinement. The graph underscores the program's notable strengths in instructional delivery and community participation, both of which serve as foundational pillars for effective literacy extension efforts.



The graph features a scatter plot illustrating the relationship between Literacy Instruction and Literacy Outcomes. An upward trajectory among the data points demonstrates that improvements in the quality and

regularity of literacy instruction correspond with enhanced literacy outcomes among participants. This positive association provides visual confirmation of the study's statistical results, which document a moderate positive link between program implementation and participant achievement. The graph highlights that strengthened instructional methods contribute to better reading comprehension, more effective communication abilities, and heightened motivation to learn. These findings align closely with Human Capital Theory and support the core objectives of Project RODEL.

SUMMARY

Chapter 4 findings reveal that Project RODEL achieved strong implementation results in Barangay San Martin de Porres. The program demonstrated particular strength in literacy instruction, community engagement, and collaboration with local government units (LGUs). Participants consistently rated these components highest, indicating they viewed the program as well-structured, easy to access, and responsive to what the community actually needed.

While skills training and mentoring components received favorable evaluations, their scores fell somewhat below the top-performing areas. This pattern points to specific opportunities where targeted improvements could strengthen program delivery and deepen its impact on participants.

When examining literacy and employability outcomes, data showed participants achieved notable progress in reading comprehension, communication abilities, problem-solving capacity, and workplace preparedness. Though these gains represent early-stage development rather than complete mastery, they demonstrate Project RODEL's effectiveness in equipping learners with foundational competencies that support both personal advancement and career prospects.

Statistical analysis supported these observations, identifying moderate positive relationships between how well the program was implemented and the degree of improvement participants experienced in literacy and employability measures. These results align with Human Capital Theory, which posits that educational investments translate into enhanced productivity and expanded long-term potential for individuals.

The comparative analysis examined whether demographic characteristics influenced how participants assessed the program. Age, sex, educational attainment, and length of residence in the barangay showed no significant effect on evaluation scores. However, participant role did matter—learners, parents, teachers, and barangay leaders rated program components differently, with teachers consistently offering the most positive assessments, likely because their direct involvement gave them deeper insight into program operations and outcomes.

Visual representations of the data reinforced the statistical analysis, displaying distinct patterns linking instructional quality with literacy gains among participants. Taken together, these findings establish Project RODEL as a viable and effective model for community-driven literacy development and human resource strengthening in SMDP.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

SUMMARY OF FINDINGS

This study evaluated how Project RODEL was carried out and what it achieved—a community-driven program designed to boost literacy and develop human resources in Barangay San Martin de Porres, Parañaque City. The research involved 120 participants, ranging from learners and parents to teachers and barangay leaders.

Results showed that Project RODEL performed remarkably well, particularly in literacy instruction, community involvement, and securing support from local government units (LGUs). Skills training and mentoring also proved effective, though they scored somewhat lower than other program components.

Participants demonstrated significant gains in both literacy and employability. Improvements appeared in reading comprehension, communication abilities, problem-solving skills, self-confidence, and readiness for jobs or additional training opportunities.

Statistical tests uncovered moderate positive correlations linking program implementation quality to literacy and employability gains. Put simply, when the program was delivered more effectively, participants experienced stronger improvements.

Of all the demographic variables examined, only the respondents' specific roles in the program produced meaningful differences in how they rated its success.

CONCLUSIONS

The evidence confirms that Project RODEL functions as an effective literacy extension program, meaningfully strengthening the foundational skills of SMDP community members. Its solid implementation—supported by engaged community members and active LGU participation—demonstrates how localized, collaborative strategies can genuinely improve literacy and workforce preparedness.

The connection between strong implementation and positive outcomes supports a straightforward principle: well-planned, consistently delivered instruction produces real gains in human capital. When communities rally around educational programs, the impact can reshape lives.

Project RODEL offers a practical blueprint for community-based human resource development (HRD) efforts, especially those targeting underserved urban neighborhoods. Its achievements underscore the value of customized approaches that respond directly to what local populations actually need.

ENUMERATED CONCLUSIONS

1. Project RODEL proves to be an effective literacy extension program that genuinely strengthens the foundational skills of SMDP community members.
2. The program's solid implementation demonstrates well-coordinated delivery, backed by meaningful participation from teachers, parents, learners, barangay leaders, and the LGU.
3. Active community engagement and LGU support are essential, proving that localized, collaborative methods substantially improve literacy and workforce readiness.
4. A clear positive relationship exists between how well the program is implemented and what participants achieve, verifying that consistent, high-quality instruction produces measurable gains in literacy and employability.
5. Project RODEL serves as a workable model for community-based HRD, particularly for marginalized urban areas seeking sustainable ways to enhance literacy.

RECOMMENDATIONS

1. Strengthening skills training and mentoring will add depth to program sessions. Structured modules combined with input from HR practitioners can substantially boost participants' employability competencies.
2. Expanding program cycles represents a critical next move. More frequent literacy and work-readiness sessions will help maintain momentum and deepen positive outcomes, better equipping participants for employment.
3. Increasing capacity-building for teachers and volunteers matters greatly. Training in facilitation techniques, assessment methods, and community-based teaching will enable them to deliver stronger instruction.
4. Enhancing digital literacy components addresses current workplace demands. Integrating basic digital skills into the curriculum ensures better alignment with today's job market and learning contexts.

5. Broader community participation will maximize program reach. Drawing in more parents, youth, and barangay partners during future cycles creates a stronger support network for all participants.
6. Scaling the program to additional barangays makes practical sense. Given its documented success, Project RODEL can be adapted for other Parañaque communities confronting similar literacy obstacles.

SUMMARY

The study's findings verify that Project RODEL operates as a well-executed, community-responsive literacy extension program in Barangay San Martin de Porres, Parañaque City. With robust backing from teachers, barangay leaders, and the local government unit (LGU), the program has delivered literacy instruction, engagement activities, and capacity-building initiatives that directly address residents' immediate learning requirements.

Participants demonstrated substantial improvements in literacy and employability skills, confirming the program's capacity to build foundational competencies. These gains illustrate the tangible educational impact the program has made within the community.

Analysis uncovered a moderate positive relationship between implementation quality and participant outcomes. Higher-quality instruction, stronger community involvement, and active LGU support translate directly into better literacy performance, greater motivation, and improved readiness for employment or continued education.

These findings align with Human Capital Theory, which holds that sustained investment in education builds individual capabilities and economic potential. Through cultivating a learning culture, Project RODEL delivers benefits that extend beyond individuals to strengthen the entire community.

Project RODEL stands as a practical, impactful model for community-based human resource development. Its localized, collaborative, and inclusive framework makes it well-suited for replication in other urban communities facing comparable literacy challenges. By continuing to strengthen mentoring, skills training, and digital literacy integration, the program can broaden its reach and help more residents achieve sustained personal and professional development.

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