

Effects of Literacy Remediation Program on the Reading Comprehension and Fluency of Primary Grade Pupils

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Abstract

This study determined the effects of the Literacy Remediation Program on the reading comprehension and fluency of primary grade pupils in public elementary schools in Morong District, Division of Rizal, during School Year 2025–2026. It employed a descriptive survey research design and documentary analysis. The respondents consisted of 116 teachers handling primary grade pupils, representing 100% of the identified teacher population, who were purposively selected. Data were gathered using a researcher-made questionnaire checklist that assessed the perceived effects of the Literacy Remediation Program in terms of critical thinking, vocabulary development, speed reading, and accuracy, as well as the challenges encountered by teachers in program implementation. The findings revealed that the majority of the teacher-respondents were 41–50 years old, predominantly female, and mostly married. Most held Teacher I and Teacher II positions, while many were pursuing a master's degree. The largest group had 10–14 years of teaching experience, and many had attended in-service training at the national level. The Literacy Remediation Program was perceived to have a high effect on reading comprehension and fluency, particularly in critical thinking, vocabulary development, speed reading, and accuracy. Furthermore, no significant differences were found in the perceived effects of the program when respondents were grouped according to age, sex, civil status, educational attainment, position title, length of service, and in-service training attended. Teachers also reported that they sometimes encountered challenges in implementing the program. The study concluded that the identified teacher-related demographic and professional characteristics did not significantly influence the perceived effects of the Literacy Remediation Program on pupils' reading comprehension and fluency. It was recommended that school administrators strengthen resources, digital materials, and technology-based reading tools; provide structured schedules for remediation sessions; conduct capacity-building activities; and provide additional manpower support. Teachers were encouraged to sustain program implementation, while parents and pupils were encouraged to support and actively participate in reading activities at home. The proposed action plan and parallel studies using other variables were likewise recommended.

Keywords: Literacy Remediation Program, Reading Comprehension, Reading Fluency, Primary Grade Pupils, Critical Thinking, Vocabulary Development, Speed Reading, Accuracy

1. Introduction

Reading is a fundamental literacy skill that serves as a foundation for learners' academic development and participation in the learning process. In the primary grades, learners are expected to progressively develop the ability to recognize words, read accurately and fluently, understand vocabulary, and construct meaning from texts. Reading comprehension and fluency are particularly important because learners who struggle with these foundational competencies may experience difficulty across other learning areas. Consequently, schools continue to implement literacy interventions and remediation programs to address identified reading difficulties and provide additional instructional support to learners who have not yet attained the expected level of reading proficiency.

Recent research supports the importance of structured reading interventions in improving learners' reading outcomes. Hall et al. (2023), through a systematic review and meta-analysis of 53 intervention studies involving elementary learners with or at risk for reading difficulties, found a significant positive overall effect of reading instruction on reading outcomes. Their findings further indicated that intervention dosage and the particular reading outcome being addressed influenced the effectiveness of interventions, emphasizing the importance of sustained and appropriately designed literacy support. Similarly, a 2023 randomized controlled study involving elementary pupils demonstrated that targeted instruction in reading fluency and comprehension produced positive improvements in overall reading performance, particularly in sentence-level comprehension. The study emphasized the value of systematic intervention delivered by trained personnel to struggling readers.

The Philippine educational context likewise demonstrates the continuing need for literacy remediation. Mejala (2024) examined early language reading interventions among Grade 1 pupils in Zambales and focused on word recognition, reading speed, and reading comprehension. The study highlighted the significance of intervention strategies during the early years of formal schooling, when foundational literacy skills are still being established. Valencia (2024) also investigated Reading-In-Tandem as an intervention strategy for primary grade struggling readers. Using pretest and posttest results from the Comprehensive Rapid Literacy Assessment, the study reported improvements in the reading classification of participating pupils following the intervention. These findings suggest that interventions that provide learners with additional opportunities for guided reading practice, peer interaction, and individualized support can contribute to improved reading proficiency.

More recent Philippine evidence further strengthens the case for systematic reading remediation. Jumao-as et al. (2025) examined a reading remediation program among Grade 4 pupils in Ozamiz City who were identified as having frustrated reading levels. Using the Philippine Informal Reading Inventory, the researchers found that learners progressed from the frustration level to the instructional level after the implementation of the remediation program, with a significant difference between their reading performance before and after the intervention. The study specifically identified accuracy, fluency, and comprehension as areas of difficulty among the participating learners. Vargas and Ducot (2025) likewise examined remedial reading programs among public elementary school teachers in Valencia City and considered factors such as program duration, instructional strategies, teacher qualifications and training, parental involvement, technology, curriculum content, and feedback and reinforcement in relation to pupils' reading development. These studies demonstrate that literacy remediation is not limited to a single instructional technique but involves several interrelated factors that may influence reading development.

Recent evidence also emphasizes the interconnectedness of fluency, vocabulary, and comprehension. A systematic review and meta-analysis published in 2025 examined school-based interventions for students with reading difficulties in Grades 4–12 and found positive overall effects on reading outcomes, with particularly strong effects for vocabulary-focused interventions. The review further indicated that interventions addressing comprehension, vocabulary, word study, or multiple reading components can be effective when implemented in classroom and school settings. In another recent study, peer-assisted reading intervention was found to improve reading comprehension, while reading fluency emerged as a strong predictor of comprehension development. The findings support the integration of fluency practice, vocabulary development, and explicit reading strategies rather than treating these skills as completely separate components of literacy instruction.

Despite these findings, several research gaps remain. First, much of the recent literature has focused on specific intervention strategies, individual grade levels, or small groups of identified struggling readers, rather than examining the perceived effects of a literacy remediation program across primary grade levels in an entire public-school district. Second, existing studies commonly assess learners directly through pretest-posttest or standardized reading assessments, while fewer studies examine the collective perceptions and implementation experiences of the teachers who directly administer literacy remediation programs. Third, although reading comprehension and fluency are closely related, some studies emphasize overall reading performance or comprehension without

examining specific dimensions such as critical thinking, vocabulary development, speed reading, and accuracy. Fourth, limited recent research has examined whether teachers' demographic and professional characteristics, including age, sex, civil status, educational attainment, position, length of service, and in-service training, are associated with their perceptions of program effects. Finally, there is a need for district-level evidence from public elementary schools in the Philippine local context, particularly in Morong District, Rizal, where the implementation realities and challenges of literacy remediation may differ from those reported in other Philippine settings.

These gaps establish the need for the present study, which seeks to determine the effects of the Literacy Remediation Program on the Reading Comprehension and Fluency of Primary Grade Pupils in Public Elementary Schools in Morong District, Division of Rizal, during School Year 2025–2026. Specifically, the study examines the perceived effects of the program in terms of critical thinking, vocabulary development, speed reading, and accuracy; determines whether significant differences exist when teacher-respondents are grouped according to selected demographic and professional characteristics; and identifies the challenges encountered in program implementation. The findings are expected to provide school administrators and teachers with evidence that may guide the strengthening of literacy remediation practices, allocation of resources, teacher support, and development of responsive interventions for primary grade learners.

2. Material and methods

2.1 Research Design

The study employed a descriptive survey research design and documentary analysis to determine the perceived effects of the Literacy Remediation Program on the reading comprehension and fluency of primary grade pupils and the challenges encountered by teachers in its implementation.

2.2 Locale of the Study

The study was conducted in the public elementary schools of Morong District, Division of Rizal, during School Year 2025–2026, where the Literacy Remediation Program was implemented among primary grade pupils.

2.3 Respondents of the Study

The respondents of the study were the 116 teachers handling primary grade pupils in the public elementary schools of Morong District, Division of Rizal, who provided information regarding the implementation and perceived effects of the Literacy Remediation Program.

2.4 Sample and Sampling Procedure

The study used purposive sampling, wherein all 116 teachers handling primary grade pupils were included as respondents, representing 100% of the identified teacher population involved in the program.

2.5 Research Instrument

The researcher used a researcher-made questionnaire-checklist composed of items assessing the perceived effects of the Literacy Remediation Program in terms of critical thinking, vocabulary development, speed reading, and accuracy, as well as the challenges encountered by teachers during implementation.

2.6 Data Gathering Procedure

The researcher secured the necessary permissions from the concerned authorities, administered the validated questionnaire to the identified teacher-respondents, retrieved the accomplished instruments, and conducted documentary analysis of relevant program records to supplement and verify the gathered data.

2.7 Data Analysis Techniques

The gathered data were analyzed using appropriate descriptive and inferential statistical tools, including frequency, percentage, weighted mean, and appropriate tests of significant difference to determine variations in the perceived effects of the Literacy Remediation Program when respondents were grouped according to their demographic and professional characteristics.

2.8 Ethical Considerations

The study observed ethical principles in conducting research involving human participants. Participation in the study was voluntary, and the respondents were informed about the purpose of the research before answering the questionnaire. The information gathered from the respondents was used solely for academic purposes and was treated with confidentiality. The researcher ensured that the respondents' identities and personal information were

protected throughout the research process. The collected data were analyzed and reported objectively to maintain the integrity and credibility of the study.

3. Results and Discussion

3.1 Profile of the Respondents in Terms of the Selected Variables

The respondents were predominantly 41–50 years old, followed by those aged 31–40 and 21–30, while the smallest group was those aged 51 years old and above. Most respondents were female and married. In terms of educational attainment, the majority had master's units, followed by master's degree holders, while only a small proportion held doctorate degrees. Regarding position title, most respondents were Teacher I, followed by Teacher II and Teacher III. In terms of length of service, the largest proportion had 10–14 years of teaching experience, followed by those with 5–9 years of service. With regard to in-service training, most respondents had attended national-level training, followed by division-level training. Overall, the respondents were largely experienced teachers with graduate-level educational preparation and varied professional development experiences.

3.2 Extent of Effects of Literacy Remediation Program on the Reading Comprehension and Fluency of Primary Grade Pupils as Perceived by their Teachers with Respect to the Different Aspects

The results showed that the Literacy Remediation Program had a high effect on the reading comprehension and fluency of primary grade pupils, with an overall weighted mean of 3.68. Among the assessed aspects, speed reading and accuracy obtained the highest ratings, both with a weighted mean of 3.71, followed by vocabulary development with 3.66 and critical thinking with 3.65. These findings indicate that the program was perceived by teachers as effective in strengthening pupils' reading speed and accuracy while also supporting vocabulary development and critical thinking. The consistently high ratings across all aspects further suggest that the remediation strategies implemented provided comprehensive support for the development of pupils' reading comprehension and fluency. This finding is consistent with previous research showing that structured and targeted reading interventions can improve learners' reading outcomes, particularly comprehension skills (Cockerill et al., 2023)..

3.3 Significant Difference on the Extent of Effects of Literacy Remediation Program on the Reading Comprehension and Fluency of Primary Grade Pupils as Perceived by the Respondents with Respect to the Different Aspects in Terms of their Profile

The findings revealed that no significant differences were found in the perceived effects of the Literacy Remediation Program across all aspects, namely critical thinking, vocabulary development, speed reading, and accuracy, when respondents were grouped according to age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended, as all computed p-values were greater than the 0.05 level of significance. This indicates that teachers, regardless of their demographic characteristics, educational background, professional position, teaching experience, and training exposure, shared generally consistent perceptions regarding the effects of the program. The results further suggest that the perceived effectiveness of the Literacy Remediation Program was not dependent on the personal or professional profile of the teacher-respondents, but was consistently recognized across the different groups. This finding is consistent with previous research indicating that several teacher profile variables do not significantly influence perceptions of reading remediation programs, particularly in relation to reading performance and development (Dalida, 2023). Similarly, differences in teachers' characteristics were generally not significant across various dimensions of reading remediation, although isolated significant differences were observed in selected aspects (Permejo, 2022). Overall, the findings support the consistency of teachers' perceptions regarding the implementation and effects of literacy remediation regardless of their individual and professional characteristics.

3.4 Extent of Challenges Encountered by the Respondents in the Implementation of Literacy Remediation Program

The findings showed that the respondents sometimes encountered challenges in implementing the Literacy Remediation Program, as indicated by the overall weighted mean of 2.86. The most commonly encountered challenge was insufficient facilities, particularly digital materials, with a weighted mean of 3.34, followed by inadequate time for actual implementation with 3.13 and insufficient manpower with 2.97. Other challenges, including stakeholder support, teacher attendance, venue size, availability of funds, learner attendance, parental cooperation, and instructional books and modules, were likewise encountered sometimes but obtained relatively lower ratings. These results indicate that the major concerns in program implementation are primarily related to facilities and digital resources, time allocation, and manpower, rather than learner attendance, parental cooperation, or printed instructional materials. The findings further imply that providing adequate digital resources, allocating sufficient time for remediation sessions, and strengthening manpower support may help

improve the implementation and sustainability of the program. The findings are consistent with previous research which identified lack of time and other implementation-related difficulties as among the concerns encountered by teachers in conducting reading remediation programs (Dalida, 2023).

4. Conclusion & Recommendations

The study concluded that the Literacy Remediation Program had a high effect on the reading comprehension and fluency of primary grade pupils, particularly in speed reading, accuracy, vocabulary development, and critical thinking. The findings further established that teachers' age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended did not significantly affect their perceptions of the program's effects, indicating consistency in the perceived effectiveness of the program across different teacher profiles. However, teachers sometimes encountered challenges in implementation, particularly insufficient facilities and digital materials, inadequate time for actual implementation, and manpower limitations. These findings suggest that while the program is generally effective, continued institutional support is necessary to address implementation concerns and sustain its positive effects on pupils' literacy development.

It is therefore recommended that school administrators strengthen the program by providing adequate facilities, digital reading materials, technology-based tools, sufficient time for remediation sessions, and additional manpower support. Capacity-building activities may also be conducted to enhance teachers' skills in implementing appropriate literacy intervention strategies. Teachers are encouraged to sustain the implementation of the program, with continued emphasis on improving pupils' speed reading, accuracy, vocabulary development, and critical thinking, while monitoring individual reading progress. Parents and stakeholders may strengthen their support by encouraging pupils to practice reading at home and assisting in the provision of needed learning resources. The proposed action plan may be implemented to address the identified challenges and further enhance the delivery of the Literacy Remediation Program. Future researchers may conduct parallel studies involving other variables, grade levels, districts, or learner-based assessment measures to provide broader evidence on the effectiveness of literacy remediation interventions.

5. Compliance with ethical standards

The author affirms that no conflicts of interest exist in relation to this study. The research was conducted in accordance with accepted ethical principles for human-participant research, including obtaining informed consent, ensuring voluntary participation, allowing participants to withdraw at any stage without consequence, and protecting participant confidentiality through anonymous, secure, and aggregated data management. Because the study examined psychological well-being, all research procedures were non-invasive and implemented with appropriate measures to reduce the risk of discomfort. Participants were informed of available support services should the need arise. Furthermore, the necessary institutional approvals were obtained for the administration of the research instruments and access to relevant academic records.

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