

**Illustrating remedial reading program on the English academic
performance of Grade V learners**

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ABSTRACT

This study determined the effectiveness of the remedial reading program in relation to the English academic performance of Grade V learners at Tejero Elementary School, Cebu City, during the School Year 2025–2026. Specifically, it described the profile of teacher-respondents and learner-respondents, assessed the extent of implementation of the remedial reading program in terms of frequency and duration of sessions, instructional strategies and reading interventions, availability and adequacy of reading materials, learner participation and engagement, and monitoring and assessment practices, and evaluated the level of English academic performance in terms of word recognition, vocabulary development, oral reading fluency, and reading comprehension. A descriptive-correlational research design was employed using a structured questionnaire and learners' performance data. Findings revealed that the remedial reading program was implemented to a great extent across all indicators, with monitoring and assessment practices obtaining the highest rating. Learners generally performed at very satisfactory and satisfactory levels, with reading comprehension identified as the most challenging area. The test of relationship showed a significant relationship between the extent of implementation of the remedial reading program and learners' academic performance, indicating that effective implementation contributes to improved reading skills. However, issues such as limited time, inadequate instructional resources, and scheduling conflicts were identified. The study underscores the importance of strengthening remedial reading interventions to enhance learners' literacy skills and overall academic performance.

Keywords: Remedial reading program, academic performance, English literacy, Grade V learners, reading comprehension, elementary education, descriptive-correlational study, Cebu City, Philippines.

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INTRODUCTION

Reading proficiency is a foundational skill that significantly influences learners' overall academic achievement. At the elementary level, particularly during the intermediate grades, learners are expected to progress from learning to read toward using reading as a means of acquiring knowledge across subject areas. Despite this expectation, persistent deficiencies in

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foundational literacy remain evident among Filipino learners. The 2022 Programme for International Student Assessment results showed that Filipino learners ranked among the lowest in reading literacy, with a large proportion performing below minimum proficiency levels. Such performance indicates continuing difficulties in basic comprehension, interpretation, and critical reading even among learners who have already progressed to higher grade levels. These concerns are consistent with the reports of the Second Congressional Commission on Education from 2023 to 2024, which emphasized that a significant number of Filipino learners experience learning poverty, characterized by an inability to read and understand simple texts appropriate for their age. EDCOM II further observed that literacy deficiencies that emerge in the early grades tend to persist throughout elementary education when they are not addressed through timely and effective interventions. Together, these international and national findings demonstrate the urgency of strengthening reading instruction and providing systematic remedial support to learners who have not yet achieved expected levels of reading proficiency.

The persistence of literacy difficulties is also reflected in Philippine school based assessments. Recent education performance reports indicate that considerable numbers of learners remain at the instructional and frustration levels of reading based on the Philippine Informal Reading Inventory. Studies conducted in public elementary schools between 2021 and 2023 similarly revealed continuing difficulties among Grade V learners in word recognition, vocabulary, and reading comprehension. Bernardo and Mendoza (2022) attributed some of these deficiencies to limited opportunities for structured reading practice during remote learning, which contributed to substantial gaps in literacy development. The effects of disrupted instruction therefore extend beyond immediate reading performance because insufficient foundational skills can constrain learners' capacity to understand increasingly complex academic materials. These findings strengthen the rationale for implementing remedial reading programs that directly respond to identified reading difficulties and for systematically evaluating whether such interventions produce meaningful improvements in learner performance.

Remedial reading programs provide targeted assistance to struggling readers through differentiated instruction, guided practice, systematic assessment, and continuous monitoring. Contemporary literacy research suggests that effective interventions should not address reading as a single skill but should simultaneously develop the competencies necessary for successful reading. Duke and Cartwright (2021) and Kim et al. (2022) emphasize that effective reading interventions should address decoding, fluency, vocabulary, and comprehension because these components interact in the development of proficient reading. When these areas are systematically addressed, remedial programs can improve both reading performance and learners' academic confidence. Their effectiveness, however, depends on the consistency of implementation, the availability and appropriateness of instructional materials, the quality of instructional strategies, and the regular monitoring of learner progress. This relationship between program design and implementation is particularly important in the Philippine context, where the existence of literacy policies does not necessarily guarantee uniform outcomes across schools.

National initiatives have consequently placed greater emphasis on strengthening foundational literacy. The Every Child a Reader Program seeks to ensure that Filipino learners acquire reading proficiency appropriate to their grade level, while the Department of Education's MATATAG Agenda (2023) prioritizes foundational competencies, particularly reading and numeracy, in response to persistent learning gaps. Nevertheless, EDCOM II has emphasized that inconsistencies in program execution, inadequate instructional resources, and limited monitoring mechanisms can reduce the effectiveness of literacy interventions despite the presence of national policies and programs. This gap between policy expectations and

actual implementation establishes the importance of localized evaluation. School based investigations can determine whether remedial programs are implemented as intended, identify factors that facilitate or constrain their effectiveness, and generate evidence that can support instructional and administrative decisions.

Within this context, Tejero Elementary School in Cebu City implements remedial reading programs to assist learners experiencing difficulties in English reading. These interventions generally include scheduled pull out sessions, teacher made and supplementary reading materials, and periodic assessment using the Phil IRI and classroom based evaluation. Despite these efforts, implementation may vary in terms of session frequency, instructional approaches, learner engagement, and monitoring practices. Observations and informal assessment results suggest that some Grade V learners continue to experience difficulties in word recognition, oral reading fluency, vocabulary development, and reading comprehension. These competencies are essential not only for English achievement but also for accessing academic content across learning areas. Consequently, continuing difficulties in these domains may prevent learners from meeting expectations appropriate to their grade level and may adversely influence their broader academic performance.

The need to examine these conditions is strengthened by the importance of evidence based educational decision making. Hattie (2021) emphasized that educational interventions are more likely to produce meaningful outcomes when their implementation and effects are supported by measurable evidence and systematic evaluation. Assessing both the extent of implementation of a remedial reading program and its association with learners' English academic performance can therefore provide a clearer basis for determining whether existing practices effectively address identified literacy needs. Such an investigation also responds to the broader objectives of the MATATAG Agenda (2023), which prioritizes improved reading proficiency, and EDCOM II, which underscores the importance of targeted interventions in addressing learning poverty. A localized evaluation can consequently connect national literacy priorities with the actual experiences and outcomes of learners within a particular school.

The theoretical foundation for examining these relationships begins with the Simple View of Reading proposed by Gough and Tunmer (1986), which conceptualizes reading comprehension as the product of decoding and linguistic comprehension. The theory explains that reading difficulties may arise from inadequate word recognition, insufficient language comprehension, or weaknesses in both components. Within a remedial reading context, strengthening word recognition while simultaneously developing vocabulary and comprehension directly addresses these two fundamental dimensions. Hoover and Gough (2020) reaffirmed the continuing relevance of the Simple View of Reading in explaining reading difficulties among upper elementary learners, while Philippine studies conducted following pandemic related learning disruptions have likewise identified decoding and comprehension as critical targets for intervention among learners in Grades IV to VI. The theory therefore provides a clear explanation for why remedial instruction must address both the accurate recognition of written language and the capacity to derive meaning from text.

Scarborough's Reading Rope (2001) expands this understanding by conceptualizing skilled reading as the increasingly coordinated interaction of multiple strands associated with word recognition and language comprehension. These strands include phonological awareness, decoding, sight recognition, vocabulary knowledge, verbal reasoning, and background knowledge. The framework supports the present study's focus on word recognition, oral reading fluency, vocabulary development, and reading comprehension as interconnected rather than isolated competencies. Duke and Cartwright (2021) similarly emphasize that effective literacy interventions should address multiple dimensions of reading simultaneously. This

comprehensive approach has become particularly significant following pandemic related educational disruptions. UNESCO (2022) documented substantial learning losses in foundational literacy, while Philippine research conducted between 2021 and 2023 similarly identified significant reading gaps among intermediate learners. The convergence of these findings suggests that remedial reading programs should be evaluated not simply according to whether they are implemented, but according to whether their instructional components adequately respond to the multiple competencies required for proficient reading.

The cognitive and linguistic perspectives provided by the Simple View of Reading and Scarborough's Reading Rope are complemented by Vygotsky's Social Constructivist Theory (1978), which explains the importance of interaction, guidance, and scaffolding in learning. Vygotsky proposed that learners can accomplish more challenging tasks through appropriate assistance within the Zone of Proximal Development than they can independently. This principle is directly applicable to remedial reading, where teachers use guided reading, modeling, scaffolding, corrective assistance, and immediate feedback to help learners progress from their existing level of performance toward expected competencies. Teachers consequently function as instructional facilitators who bridge the distance between learners' current reading abilities and grade level expectations. Recent research continues to support this approach. Kim and Park (2021), together with local Philippine researchers in 2022, reported that structured teacher guidance can improve reading fluency and comprehension among struggling readers. The use of scaffolded strategies in remedial reading therefore provides both theoretical and empirical justification for examining the quality and extent of program implementation.

Behaviorist Learning Theory, advanced by Skinner (1953), further explains the role of systematic practice, reinforcement, feedback, and measurable behavioral change in reading development. Remedial reading programs commonly employ repeated reading exercises, decoding drills, structured practice activities, corrective feedback, positive reinforcement, and regular monitoring of learner progress. These practices are particularly relevant to the development of reading fluency and word recognition because repeated and reinforced exposure can strengthen accuracy and automaticity. International meta analyses conducted after 2020 have reported that repeated reading and explicit instruction significantly improve oral reading fluency and decoding accuracy. Local intervention studies conducted in Philippine public schools have likewise documented improvements in reading proficiency when structured and repetitive remedial approaches are consistently implemented. Behaviorist principles therefore complement the cognitive, linguistic, and social foundations of the study by explaining how systematic practice and reinforcement can contribute to observable improvements in reading performance.

These theoretical foundations operate within a Philippine policy and legal environment that increasingly prioritizes learning recovery and foundational literacy. The MATATAG Agenda (2023) emphasizes strengthening essential competencies, particularly reading and numeracy, as part of the national response to persistent learning gaps. Republic Act No. 12028, known as the Academic Recovery and Accessible Learning Program, institutionalizes learning recovery initiatives through structured remediation for learners experiencing learning loss and reinforces the importance of systematic school based interventions. The national emphasis associated with the MATATAG Curriculum similarly strengthens attention to essential learning competencies and deeper mastery of foundational skills through a less congested curriculum. Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, further provides the legal foundation for the K to 12 basic education program and emphasizes functional literacy, lifelong learning, learner centered instruction, and responsiveness to the diverse needs of learners, including those requiring remedial support.

The implementation and assessment of reading interventions are further supported by DepEd Order No. 14, s. 2018, which institutionalizes the Revised Philippine Informal Reading

Inventory as a standardized instrument for determining learners' reading levels. Through the Phil IRI, learners may be classified according to independent, instructional, or frustration reading levels, allowing teachers and schools to identify learners requiring appropriate interventions. The reading competencies examined in the present study, including word recognition, fluency, vocabulary, and comprehension, are consistent with the domains considered in reading assessment and intervention. The Every Child a Reader Program complements this assessment framework by emphasizing the identification of struggling readers and the provision of targeted assistance so that learners can attain reading proficiency appropriate to their grade level. Evaluations of ECARP and other school based reading initiatives conducted between 2021 and 2023, however, indicate that successful intervention requires continuous monitoring, sufficient resources, and effective instructional strategies. These findings reinforce the central concern of the present investigation regarding the relationship between the implementation of remedial reading activities and actual learner outcomes.

Taken together, the Simple View of Reading of Gough and Tunmer (1986), Scarborough's Reading Rope (2001), Vygotsky's Social Constructivist Theory (1978), and Skinner's Behaviorist Learning Theory (1953) provide complementary explanations of reading development and intervention. The Simple View identifies decoding and linguistic comprehension as fundamental determinants of reading comprehension, while Scarborough's framework demonstrates how multiple strands of word recognition and language comprehension become integrated in skilled reading. Vygotsky explains how guided interaction and scaffolding enable struggling learners to progress toward higher levels of competence, while behaviorist principles account for the contribution of repetition, reinforcement, explicit practice, and feedback to measurable improvements in reading behavior. These perspectives collectively justify the study's attention to word recognition, oral reading fluency, vocabulary development, and reading comprehension while also emphasizing the instructional processes through which these competencies can be strengthened.

The convergence of theoretical perspectives, empirical findings, national assessments, and Philippine education policies establishes a compelling basis for evaluating remedial reading at the school level. Although international and national evidence consistently demonstrates the seriousness of literacy difficulties and existing policies mandate interventions for struggling readers, the effectiveness of such initiatives ultimately depends on how they are implemented within actual classroom and school contexts. The continuing reading difficulties observed among some Grade V learners at Tejero Elementary School therefore indicate a need for empirical investigation that connects program implementation with measurable academic outcomes. Guided by the theoretical foundations of reading development and supported by the MATATAG Agenda (2023), Republic Act No. 12028, Republic Act No. 10533, DepEd Order No. 14, s. 2018, and the Every Child a Reader Program, this study determined the effectiveness of the remedial reading program implemented at Tejero Elementary School in Cebu City and examined its relationship with the English academic performance of Grade V learners. Through this investigation, the study sought to generate empirical evidence that can identify program strengths and areas requiring improvement, guide the development of enhanced remedial reading activities, support data driven instructional decision making, improve literacy outcomes, and contribute to the broader national objective of ensuring that every learner achieves functional reading proficiency.

Statement of the problem

This research determined the effectiveness of the remedial reading program in relation to the English academic performance of Grade V learners at Tejero Elementary School, Cebu City, during school year 2025–2026 as basis for remedial reading activities.

Specifically, it answered the following inquiries:

1. What relevant information can be determined regarding the teachers' age and gender, civil status, highest educational attainment, length of service, performance rating, relevant training, seminars, and workshops attended, and the learners' age and gender?
2. As perceived by the respondents, what is the extent of implementation of the remedial reading program for the learners in terms of frequency and duration of remedial sessions, instructional strategies and reading interventions used, availability and adequacy of reading materials, learner participation and engagement, and monitoring and assessment practices?
3. What is the level of English academic performance of the Grade V learners in terms of word recognition skills, vocabulary development, oral reading fluency, and reading comprehension?
4. Is there a significant relationship between the extent of implementation of the remedial reading program and the level of English academic performance of learners?
5. What issues and concerns are encountered in the implementation of the remedial reading program?
6. Based on the findings, what remedial reading activities can be formulated?

METHODOLOGY

This study employed a descriptive-correlational research design to examine the extent of implementation of the remedial reading program and its relationship to the English academic performance of Grade V learners at Tejero Elementary School, Cebu City. A structured questionnaire was used to gather data from teacher-respondents regarding the program's implementation in terms of frequency and duration of sessions, instructional strategies, availability of reading materials, learner engagement, and monitoring practices. Learners' English academic performance was measured through reading assessments covering word recognition skills, oral reading fluency, vocabulary development, and reading comprehension. The descriptive component determined the extent of program implementation and the level of learners' performance, while the correlational component examined the relationship between these variables.

The input of the study includes the profile of the respondents, particularly the teachers' age, gender, civil status, highest educational attainment, length of service, performance rating, and relevant training attended, as well as the learners' age and gender. It also includes teachers' responses regarding the extent of implementation of the remedial reading program in terms of frequency and duration of sessions, instructional strategies and interventions used, availability and adequacy of reading materials, learner participation and engagement, and monitoring and assessment practices. In addition, learners' English academic performance data are gathered through reading assessments covering word recognition skills, oral reading fluency, vocabulary development, and reading comprehension. The study further determines the relationship between the extent of implementation of the remedial reading program and the level of English academic performance, as well as the issues and concerns encountered during its implementation. The process of the study follows a descriptive-correlational research design, wherein data are collected using a validated questionnaire for teachers and reading assessment results for learners. The gathered data are organized, tabulated, analyzed, and interpreted using

appropriate statistical tools to determine levels, relationships, and significant findings. The output of the study is an Enhanced Remedial Reading Support Plan aimed at strengthening the implementation of the program and improving the English academic performance of Grade V learners at Tejero Elementary School.

The study was conducted at Tejero Elementary School, a public elementary school situated on M.J. Cuenco Avenue, a major thoroughfare in Barangay Tejero, northern Cebu City. This area is urban and strategically located within the city, making the school easily reachable by various public transport routes. The school has catered almost 3,000 learners from kindergarten to grade 6 with around 83 teaching staffs and 3 non-teaching staffs, and the land area covers approximately 9,996 square meters. The school is accessible through major streets in the city and is surrounded by residential communities, small businesses, and public facilities, making it convenient for learners living nearby. The school has a covered gymnasium that has been renovated and improved with facilities such as a basketball court with epoxy flooring, bleachers for spectators, a stage and dressing rooms, a canopy extension, and lighting systems. Tejero Elementary School also plays an important role in the community, having served at times as a temporary shelter or evacuation site during emergencies such as fire incidents, and as an isolation or support center during health crises such as the COVID-19 pandemic.

The respondents of the study were the teachers and learners of Tejero Elementary School, consisting of 15 teachers, representing 15.00% of the total respondents, and 85 learners, representing 85.00% of the total respondents, for an overall total of 100 respondents comprising 100.00% of the sample. The respondents were chosen through the use of non-random purposive sampling. The inclusion criteria were as follows: a] that they are school head and teachers in the research locale, b] that they have been in the profession for more than a year, and c] that they are willing to participate and cooperate in the said undertaking.

The primary instrument used in this study is an adapted questionnaire based on the work of Santos, L. R. and Villamor, P. D. (2019) in their study entitled "Implementation of Reading Intervention Programs and Literacy Performance among Elementary Learners." The original instrument was designed to measure the implementation of school-based reading interventions and their relationship to learners' reading achievement. For the purposes of the present study, the instrument was modified and contextualized to align with the remedial reading program implemented at Tejero Elementary School, Cebu City. Revisions were made to ensure relevance to the objectives of this study, particularly in measuring the extent of implementation of the remedial reading program in terms of frequency and duration of sessions, instructional strategies and reading interventions used, availability and adequacy of reading materials, learner participation and engagement, and monitoring and assessment practices. Terminologies and indicators were refined to reflect key reading competencies appropriate for Grade V learners, specifically word recognition skills, oral reading fluency, vocabulary development, and reading comprehension. The adapted instrument was subjected to content validation by experts in English education and educational research to ensure clarity, construct validity, and contextual appropriateness.

The instrument consists of four parts. Part I gathers the profile of the respondents. For teachers, the data include age, gender, civil status, highest educational attainment, length of service, performance rating, and relevant trainings attended related to English instruction and reading intervention. For learners, age and gender are collected. These variables provide contextual background for interpreting the findings of the study. Part II determines the extent of implementation of the remedial reading program. The indicators include frequency and duration of remedial sessions, instructional strategies and interventions used, availability and adequacy of reading materials, learner participation and engagement, and monitoring and

assessment practices. Responses are recorded using a five-point Likert scale: 5, Very Great Extent; 4, Great Extent; 3, Moderate Extent; 2, Less Extent; and 1, Very Less Extent. This section measures how consistently and effectively the remedial reading program is implemented. Part III presents the level of English academic performance of Grade V learners based on the results of reading assessments administered after the implementation of the remedial reading program. The assessment covers word recognition skills, oral reading fluency, vocabulary development, and reading comprehension. Learners' percentage scores are recorded and interpreted using a standardized performance rating scale, and statistical measures such as mean and standard deviation are computed to determine overall performance levels. Part IV identifies the issues and concerns encountered during the implementation of the remedial reading program. This section uses a checklist format that allows teachers to select applicable challenges and specify additional concerns. The information gathered from this part serves as a basis for developing an Enhanced Remedial Reading Support Plan.

To ensure systematic and ethical data collection, the researcher first secured formal permission from the Schools Division Office of Cebu City and the School Principal of Tejero Elementary School. Upon approval, coordination was made with the Grade V English teachers to explain the purpose of the study and to arrange the schedule for the administration of the research instruments. The adapted questionnaire underwent content validation by experts in English education and educational research prior to administration. After validation, the researcher personally distributed the questionnaire to the teacher-respondents, ensuring voluntary participation, informed consent, and confidentiality of responses. The reading assessment results of Grade V learners were obtained from the teachers following the implementation of the remedial reading program, and learners' scores in word recognition skills, oral reading fluency, vocabulary development, and reading comprehension were recorded and compiled for analysis. All collected data were reviewed, coded, tabulated, and analyzed using appropriate statistical tools consistent with the descriptive-correlational research design. The findings of the study served as the basis for developing an Enhanced Remedial Reading Support Plan for Tejero Elementary School.

The data gathered from the respondents were subjected to appropriate statistical treatment consistent with the descriptive-correlational design of the study. This ensured that the analysis accurately reflected the respondents' profile, the extent of implementation of the remedial reading program, the level of English academic performance of Grade V learners, and the relationship between these variables. Simple Percentage was used to describe the profile of the teacher-respondents in terms of age, gender, civil status, highest educational attainment, length of service, performance rating, and relevant training attended, and was also used to present the frequency distribution of the issues and concerns encountered in the implementation of the remedial reading program. Weighted Mean was utilized to determine the extent of implementation of the remedial reading program in terms of frequency and duration of sessions, instructional strategies and interventions used, availability and adequacy of reading materials, learner participation and engagement, and monitoring and assessment practices. Mean and Standard Deviation were computed to determine the level of English academic performance of Grade V learners in word recognition skills, oral reading fluency, vocabulary development, and reading comprehension, with the mean determining the level of performance and the standard deviation measuring the variability and dispersion of the learners' performance scores. The Pearson Product-Moment Correlation Coefficient (r) was applied to determine whether a significant relationship existed between the extent of implementation of the remedial reading program and the level of English academic performance of Grade V learners.

In interpreting the extent of implementation of the remedial reading program, the following parametric limits were applied: a weighted mean ranging from 4.21 to 5.00 corresponds to a weight of 5, interpreted as Very Great Extent, indicating that the remedial

reading program is implemented to a very great extent; a weighted mean ranging from 3.41 to 4.20 corresponds to a weight of 4, interpreted as Great Extent, indicating that the remedial reading program is implemented to a great extent; a weighted mean ranging from 2.61 to 3.40 corresponds to a weight of 3, interpreted as Moderate Extent, indicating that the remedial reading program is implemented to a moderate extent; a weighted mean ranging from 1.81 to 2.60 corresponds to a weight of 2, interpreted as Less Extent, indicating that the remedial reading program is implemented to a less extent; and a weighted mean ranging from 1.00 to 1.80 corresponds to a weight of 1, interpreted as Very Less Extent, indicating that the remedial reading program is implemented to a very less extent.

RESULTS AND DISCUSSION

Grade V teachers and learners at Tejero Elementary School, Cebu City, participated in this study during the School Year 2025-2026, with a total of 15 teacher-respondents and 85 learner-respondents. The study employed a descriptive correlational research design using total enumeration for the teacher-respondents and the learner population under study, with a structured survey questionnaire serving as the primary data collection instrument. Frequency counts, percentages, weighted means, and standard deviations were used to describe the profile of respondents and the extent of implementation of the remedial reading program, while chi-square analysis was employed to test the significant relationship between the extent of implementation of the remedial reading program and the level of English academic performance of the learners. The discussion that follows is grounded entirely in the data gathered from the respondents and is interpreted in direct relation to the objectives of the study, namely to determine the profile of the respondents, to assess the extent of implementation of the remedial reading program, to determine the level of English academic performance of the learners, to test the significant relationship between these two variables, and to identify the issues and concerns encountered in the implementation of the program.

In terms of age, the teacher-respondents were predominantly within the 31-40 years old bracket, accounting for 10 respondents or 66.67% of the total population of 15. This was followed by the 41-50 years old bracket with 3 respondents or 20.00%, while the 21-30 years old bracket comprised 2 respondents or 13.33%. No respondents were recorded above 50 years old. The average age of the respondents was 35.6 years, with a standard deviation of 4.76, indicating a relatively homogeneous age distribution among the teacher-respondents. This concentration within the early to middle adulthood stage suggests that most teachers possess a level of professional stability and accumulated classroom experience that supports effective instructional delivery. The Department of Education (DepEd, 2021) noted that teachers in their mid-career stage tend to demonstrate greater adaptability and competence in addressing diverse learner needs, particularly within foundational literacy programs, while Llego (2022) observed that teachers within this age range are generally more receptive to professional development opportunities that strengthen literacy intervention practices.

With respect to gender, female teachers overwhelmingly dominated the respondent population, comprising 13 teachers or 86.67%, while male teachers accounted for only 2 or 13.33% of the 15 respondents. This distribution mirrors a broader pattern within Philippine basic education, where DepEd (2022) reported that female teachers constitute a larger proportion of the primary-level teaching workforce due to their inclination toward nurturing and learner-centered instructional approaches. Llego (2021) further suggested that qualities such as patience, empathy, and attentiveness, often associated with female educators,

contribute meaningfully to the creation of supportive learning environments necessary for improving learners' reading skills.

Regarding civil status, single teachers formed the majority at 8 respondents or 53.33%, followed by married teachers at 6 respondents or 40.00%, and widowed teachers at 1 respondent or 6.67%, out of the total 15 respondents. This distribution implies that a slight majority of the respondents may have greater flexibility in devoting time to instructional planning and program participation, a factor that DepEd (2021) associated with teacher availability and commitment to literacy program implementation. At the same time, married teachers were recognized as bringing valuable life experience and interpersonal skills to their instructional practice, with Llego (2022) affirming that both single and married teachers can demonstrate comparable effectiveness when provided with adequate professional support.

In terms of highest educational attainment, 8 teachers or 53.33% reported having units in a master's degree, 6 teachers or 40.00% were BSEd or BSEEd graduates, and 1 teacher or 6.67% had completed a master's degree, out of 15 total respondents. This pattern indicates a strong orientation toward continuing graduate study among the respondents, which DepEd (2023) linked to improved instructional competence and effectiveness in delivering literacy interventions. Llego (2022) similarly emphasized that ongoing academic advancement enhances teachers' capacity to implement differentiated instruction and targeted reading interventions for struggling learners.

Length of service data revealed that 8 teachers or 53.33% had more than 6 years of teaching experience, 4 teachers or 26.67% had 4-6 years, and 3 teachers or 20.00% had 1-3 years, out of the total 15 respondents, with no respondent reporting less than one year of service. This distribution suggests a generally experienced teaching workforce, which DepEd (2021) identified as a key factor in improving instructional delivery within foundational literacy programs. Llego (2022) added that teachers with longer service tend to demonstrate greater competence in diagnosing reading difficulties and applying appropriate remediation strategies.

Performance ratings among the 15 teacher-respondents showed that 11 teachers or 73.33% received a Very Satisfactory rating, while 4 teachers or 26.67% were rated Outstanding, with no respondent receiving a lower rating. This uniformly high performance profile aligns with DepEd (2022) findings that teachers who consistently earn Very Satisfactory and Outstanding ratings exhibit strong competencies aligned with professional teaching standards, a factor that Llego (2021) linked to the effective application of teaching strategies and timely learner interventions.

With regard to relevant training, seminars, and workshops attended, division-level training ranked first with 8 respondents, followed by regional-level training with 3 respondents ranking second, while national-level and district-level training each had 2 respondents sharing the third rank, out of the total 15 respondents, with no respondent reporting attendance in international-level training. DepEd (2021) noted that division-level programs are often more accessible and directly aligned with localized instructional needs such as remedial reading implementation, while Llego (2022) observed that continuous professional development, including exposure to regional and national training, improves teachers' overall instructional effectiveness.

The learner-respondents, totaling 85, were predominantly 11 years old, comprising 45 learners or 52.94%, followed by 10-year-old learners at 28 or 32.94%, and 12-year-old learners at 12 or 14.12%. In terms of gender, the learner population was nearly balanced, with 44 girls or 51.76% and 41 boys or 48.24% out of the 85 total respondents. This age distribution places the learners within the typical age range expected for Grade V pupils in the Philippine basic education system and corresponds to a critical developmental stage for reading and language skill acquisition, as DepEd (2023) emphasized that learners in upper elementary grades are

expected to demonstrate proficiency in word recognition, vocabulary development, oral reading fluency, and comprehension. The near-equal gender distribution further supports the validity of the study, as DepEd (2022) indicated that both male and female learners benefit significantly from structured remedial reading interventions despite minor differences in reading preferences and engagement.

The extent of implementation of the remedial reading program was assessed across five key areas. As to frequency and duration of remedial classes, the grand mean was 4.09 with a standard deviation of 0.55, interpreted as Great Extent. Individual items within this area included regular conduct of sessions according to schedule (weighted mean of 4.18, standard deviation of 0.52, Great Extent), sufficiency of session duration to address reading difficulties (weighted mean of 4.05, standard deviation of 0.57, Great Extent), consistency of sessions throughout the school year (weighted mean of 4.12, standard deviation of 0.49, Great Extent), non-conflict of remedial time with other academic subjects (weighted mean of 3.98, standard deviation of 0.61, Great Extent), and adequacy of session frequency in improving reading skills (weighted mean of 4.10, standard deviation of 0.55, Great Extent). These results indicate that remedial reading sessions are systematically planned and consistently delivered, which DepEd (2023) associated with strengthened decoding and comprehension development through regular exposure to reading activities. Gonzales (2021) further noted that sufficient instructional time allows teachers to provide focused instruction, guided practice, and feedback, while the Philippine Institute for Development Studies (2022) emphasized that sustained intervention prevents learning gaps from widening among struggling readers. DepEd (2021) also acknowledged that balancing remedial sessions with regular class schedules remains an important consideration despite the generally favorable results.

As to instructional strategies and reading interventions, the grand mean was 4.17 with a standard deviation of 0.51, interpreted as Great Extent. The use of varied reading strategies such as guided reading, shared reading, and peer reading obtained the highest weighted mean of 4.22 with a standard deviation of 0.48, interpreted as Very Great Extent, while differentiation of instruction based on learners' reading levels registered a weighted mean of 4.15 and standard deviation of 0.52 (Great Extent), integration of phonics and word recognition strategies obtained a weighted mean of 4.18 and standard deviation of 0.50 (Great Extent), explicit vocabulary instruction obtained a weighted mean of 4.12 and standard deviation of 0.54 (Great Extent), and regular practice of comprehension strategies such as questioning, summarizing, and predicting obtained a weighted mean of 4.20 and standard deviation of 0.49 (Great Extent). DepEd (2023) considered diversified instructional strategies essential in enhancing reading engagement and literacy outcomes, while Tomlinson (2021) emphasized that tailoring instruction based on learner readiness significantly improves learning outcomes, particularly in literacy development. DepEd (2022) further underscored the importance of strengthening phonemic awareness and decoding skills in addressing reading difficulties, and Gonzales (2021) affirmed that targeted vocabulary instruction enhances learners' ability to derive meaning from texts. The Philippine Institute for Development Studies (2022) also noted that explicit teaching of comprehension strategies significantly enhances reading proficiency among struggling readers.

As to availability and adequacy of reading materials, the grand mean was 4.04 with a standard deviation of 0.57, interpreted as Great Extent, the lowest among the five indicators assessed. Reading materials appropriate to the Grade V level being readily available obtained a weighted mean of 4.16 and standard deviation of 0.53 (Great Extent), suitability of materials to learners' reading levels including independent, instructional, and frustration levels obtained a weighted mean of 4.08 and standard deviation of 0.57 (Great Extent), sufficiency of copies

of reading materials obtained the lowest item weighted mean of 3.95 and standard deviation of 0.60 (Great Extent), support of intervention goals through instructional materials such as flashcards, worksheets, and leveled texts obtained a weighted mean of 4.12 and standard deviation of 0.54 (Great Extent), and availability of digital or supplementary resources obtained a weighted mean of 3.88 and standard deviation of 0.63 (Great Extent). DepEd (2023) emphasized that the use of grade-appropriate materials is crucial for meaningful learner engagement in reading tasks, while DepEd (2022) noted that matching reading materials to learners' ability levels significantly improves reading outcomes. Gonzales (2021) observed that adequate availability of materials ensures uninterrupted participation in reading activities, and the Philippine Institute for Development Studies (2022) highlighted that varied instructional materials enhance learner engagement and retention of reading concepts. The comparatively lower rating for digital and supplementary resources suggests limited access to technology-based materials in some instances, an area DepEd (2023) identified as increasingly important in modern literacy instruction.

As to learner participation and engagement, the grand mean was 4.12 with a standard deviation of 0.56, interpreted as Great Extent. Active participation during sessions obtained a weighted mean of 4.14 and standard deviation of 0.56 (Great Extent), interest in reading materials provided obtained a weighted mean of 4.09 and standard deviation of 0.58 (Great Extent), improved confidence when reading aloud obtained the highest item weighted mean of 4.18 and standard deviation of 0.52 (Great Extent), completion of assigned remedial reading tasks obtained a weighted mean of 4.12 and standard deviation of 0.55 (Great Extent), and willingness to attend remedial sessions regularly obtained a weighted mean of 4.07 and standard deviation of 0.60 (Great Extent). DepEd (2023) associated learner engagement with improved literacy outcomes in intervention programs, while Gonzales (2021) emphasized that learner interest in materials enhances comprehension and retention. DepEd (2022) noted that supportive learning environments help build learners' confidence and reduce reading anxiety, Llego (2022) linked consistent task completion to the reinforcement of reading skills, and the Philippine Institute for Development Studies (2022) affirmed that sustained participation is necessary for achieving meaningful improvements in reading proficiency.

As to monitoring and assessment practices, the grand mean was 4.18 with a standard deviation of 0.51, interpreted as Great Extent, the highest among the five indicators. Regular monitoring of learners' reading progress obtained a weighted mean of 4.20 and standard deviation of 0.50 (Great Extent), use of pre-assessment results to plan remedial instruction obtained a weighted mean of 4.15 and standard deviation of 0.53 (Great Extent), conduct of formative assessments during sessions obtained a weighted mean of 4.18 and standard deviation of 0.51 (Great Extent), provision of feedback to learners regarding reading performance obtained the highest item weighted mean of 4.22 and standard deviation of 0.48, interpreted as Very Great Extent, and use of assessment results to modify instructional strategies obtained a weighted mean of 4.17 and standard deviation of 0.52 (Great Extent). DepEd (2023) considered systematic monitoring essential to ensuring that literacy interventions remain responsive to learners' needs, while DepEd (2022) identified diagnostic assessment as a key component of effective remedial reading programs. Gonzales (2021) emphasized the vital role of formative assessment in improving reading instruction outcomes, Llego (2022) described feedback as a powerful tool for enhancing learner motivation, and the Philippine Institute for Development Studies (2022) noted that data-driven instruction significantly improves the success of literacy interventions.

The summary of the extent of implementation across all five areas yielded an overall grand mean of 4.12 with a standard deviation of 0.54, interpreted as Great Extent. Among the indicators, monitoring and assessment practices obtained the highest mean of 4.18, followed by instructional strategies and reading interventions at 4.17, learner participation and

engagement at 4.12, frequency and duration of remedial classes at 4.09, and availability and adequacy of reading materials at 4.04, the lowest among the five areas. This overall pattern indicates that the remedial reading program at Tejero Elementary School has established structured mechanisms to support learners experiencing reading difficulties, with particularly strong emphasis on evidence-based monitoring and varied instructional delivery. DepEd (2023) underscored that regular assessment and monitoring are critical in ensuring that reading interventions effectively address learners' needs, while Gonzales (2021) affirmed that structured and varied instructional strategies significantly enhance reading comprehension and fluency. The Philippine Institute for Development Studies (2022) further identified learner engagement as a key factor in improving academic outcomes within literacy programs, and DepEd (2021) emphasized that structured and continuous reading programs contribute significantly to foundational literacy development. The comparatively lower mean for availability and adequacy of reading materials suggests possible limitations in quantity or accessibility of resources, an area that Llego (2022) identified as playing a vital role in supporting effective literacy instruction and learner engagement.

With respect to the level of English academic performance of the Grade V learners, results across the four competency areas of word recognition skills, vocabulary development, oral reading fluency, and reading comprehension showed that most learners fell within the Very Satisfactory and Satisfactory levels. For word recognition skills, 12 learners were rated Outstanding, 28 Very Satisfactory, 25 Satisfactory, 15 Fair, and 5 Needs Improvement. For vocabulary development, 10 learners were rated Outstanding, 26 Very Satisfactory, 27 Satisfactory, 16 Fair, and 6 Needs Improvement. For oral reading fluency, 9 learners were rated Outstanding, 24 Very Satisfactory, 28 Satisfactory, 18 Fair, and 6 Needs Improvement. For reading comprehension, 8 learners were rated Outstanding, 22 Very Satisfactory, 30 Satisfactory, 18 Fair, and 7 Needs Improvement, reflecting the lowest performance distribution among the four competencies. These results suggest that learners generally possess developing but not yet fully mastered reading skills. DepEd (2023) emphasized that mastery of decoding skills is critical for learners to progress toward higher-level reading comprehension, while Gonzales (2021) noted that vocabulary knowledge is directly linked to comprehension since learners must understand word meanings to interpret texts effectively. The Philippine Institute for Development Studies (2022) observed that fluency development requires consistent practice and guided reading interventions, and DepEd (2022) explained that reading comprehension, being the most complex reading skill requiring the integration of decoding, vocabulary, and critical thinking, understandably obtained the lowest performance distribution among the four competencies. The presence of learners under the Needs Improvement category across all competencies, ranging from 5 to 7 learners, highlights the continued presence of struggling readers who require targeted intervention, a concern Llego (2022) associated with the risk of long-term learning difficulties if left unaddressed.

To determine whether the extent of implementation of the remedial reading program was significantly related to the level of English academic performance of the learners, a chi-square test was conducted. The computed chi-square value was 9.85, tested against a critical p-value of 0.05 level of significance, resulting in the rejection of the null hypothesis and yielding a decision of Significant Relationship between the two variables. This result indicates that the extent to which the remedial reading program is implemented exerts a direct influence on learners' English academic performance, such that stronger implementation across frequency of sessions, instructional strategies, availability of materials, learner engagement, and assessment practices corresponds to improved performance in key reading competencies. DepEd (2023) affirmed that well-implemented reading interventions are essential in improving

literacy outcomes among elementary learners, while Gonzales (2021) found that sustained and well-organized reading interventions significantly improve learners' decoding, vocabulary, and comprehension abilities. The Philippine Institute for Development Studies (2022) emphasized that teacher-led interventions and data-driven instruction are key factors in improving reading proficiency among struggling learners, and the combined findings of DepEd (2022) and Llego (2022) suggest that comprehensive literacy programs integrating monitoring, feedback, and learner engagement lead to significant gains in academic performance, reinforcing the value of continued investment in teacher training, instructional materials, and assessment practices.

Despite the generally favorable extent of implementation, several issues and concerns were identified. Insufficient time allotted for remedial reading sessions and inadequate instructional resources, including visual aids, worksheets, and leveled texts, tied for first rank with a frequency of 3 each. Scheduling conflicts with other academic subjects ranked third with a frequency of 2. Tied at fourth rank, each with a frequency of 1, were irregular attendance of learners in remedial classes, lack of adequate reading materials suited to learners' levels, a large number of struggling readers handled at the same time, limited parental support in reinforcing reading at home, learners' low motivation or lack of interest in reading, insufficient training of teachers in remedial reading strategies, and limited availability of assessment tools for monitoring progress. These findings indicate that time constraints and resource limitations remain the most pressing challenges in the delivery of remedial reading instruction. DepEd (2023) emphasized that adequate instructional time is essential for the success of literacy programs, as it allows for consistent practice and reinforcement of reading skills, while Gonzales (2021) highlighted that the availability of appropriate instructional materials significantly enhances learner engagement and improves reading outcomes. The Philippine Institute for Development Studies (2022) further noted that proper scheduling and program integration are necessary to prevent remedial interventions from disrupting regular instruction. Although reported by fewer respondents, the remaining concerns, spanning attendance, parental support, learner motivation, teacher training, and assessment tools, reflect the multifaceted nature of challenges that continue to affect the full realization of the program's objectives.

Taken together, the findings of this study demonstrate that the remedial reading program at Tejero Elementary School is implemented to a great extent overall, with an aggregate grand mean of 4.12, and that this level of implementation bears a statistically significant relationship with the learners' English academic performance, as confirmed by the chi-square value of 9.85 at the 0.05 level of significance. The profile of the teacher-respondents, characterized by considerable teaching experience, strong performance ratings, and active engagement in professional development, together with a fairly represented learner population in terms of age and gender, provides a supportive context for program delivery. While learners generally performed at Very Satisfactory and Satisfactory levels across word recognition, vocabulary development, oral reading fluency, and reading comprehension, the comparatively weaker performance in reading comprehension, alongside persistent concerns regarding insufficient time and inadequate instructional resources, underscores specific areas requiring focused attention. These results affirm the practical and theoretical importance of sustained, well-resourced, and consistently monitored remedial reading interventions in addressing literacy gaps among elementary learners, and they directly respond to the study's objectives of profiling the respondents, assessing program implementation, evaluating learner performance, and establishing the relationship between implementation and performance. These findings collectively provide the empirical foundation for the recommendations and proposed remedial reading activities presented in the succeeding chapter, which aim to strengthen the identified areas of concern and further enhance the English academic performance of Grade V learners.

CONCLUSION

The findings of this study, taken collectively, provide substantial evidence that the remedial reading program at Tejero Elementary School is effectively implemented and contributes meaningfully to the improvement of the English academic performance of Grade V learners during the School Year 2025 to 2026. The profile of the teacher respondents, who were predominantly female, mostly single, within the early to middle adulthood stage, and largely possessing more than six years of teaching experience, reflects a body of educators who bring both maturity and sustained classroom exposure to the delivery of remedial instruction. Their active pursuit of postgraduate units further indicates a professional commitment to continuous growth, while their consistently Very Satisfactory and Outstanding performance ratings affirm a strong foundation of teaching competence, even though their exposure to training remained largely confined to the division level. On the learners' side, the respondents were found to be within the appropriate age range for Grade V, with a fairly balanced distribution between male and female participants, suggesting that the sample was representative of a typical elementary classroom undergoing a critical stage of literacy development.

With respect to the extent of implementation, all indicators, namely the frequency and duration of remedial sessions, the instructional strategies and reading interventions employed, the availability and adequacy of reading materials, the level of learner participation and engagement, and the practices used for monitoring and assessment, were rated as implemented to a great extent. Monitoring and assessment practices emerged as the strongest area, underscoring the school's emphasis on tracking learner progress, while the availability of instructional materials, though still rated highly, registered the lowest mean among the indicators, pointing to a persistent gap in instructional resources that warrants attention. Correspondingly, the learners' English academic performance was found to be predominantly at the Very Satisfactory and Satisfactory levels across the four competencies assessed. Word recognition and vocabulary development yielded comparatively stronger results, whereas oral reading fluency and reading comprehension registered lower ratings, indicating that higher order literacy skills remain more difficult for learners to master than foundational ones. This performance pattern, when examined alongside the statistically significant relationship established between the extent of program implementation and the level of learners' academic performance, affirms that the strength and consistency of program delivery has a direct and measurable bearing on learners' reading outcomes, thereby validating the program's instructional value and reinforcing the necessity of sustaining and refining its implementation.

Despite these favorable outcomes, the study also surfaced several issues and concerns that temper the program's overall effectiveness. Foremost among these were the insufficient time allotted for remedial sessions and the inadequacy of instructional resources, both of which echo the weaker indicators identified in the implementation assessment. Additional concerns, including scheduling conflicts, limited parental support, and diminished learner motivation, though reported to a lesser extent, nonetheless represent contributing factors that could undermine the full realization of the program's objectives if left unaddressed. Taken together, these findings lead to the conclusion that while the remedial reading program is functioning effectively and serves as an essential intervention in addressing learners' reading difficulties, its capacity to produce optimal outcomes is constrained by structural and logistical limitations, particularly those concerning time and resource availability, which must be resolved to allow the program to reach its fullest potential.

In light of these conclusions, it is recommended that schools allocate additional time for remedial reading sessions to ensure that learners receive adequate and sustained support in

developing their reading competencies, and that school administrators supplement existing resources with additional instructional materials such as leveled texts, worksheets, and visual aids to strengthen the delivery of reading interventions. Teachers are likewise encouraged to sustain and further diversify their instructional strategies, with particular attention to activities that deliberately target and strengthen comprehension skills, given that this competency, along with oral reading fluency, registered comparatively lower performance levels among learners. Parental involvement should also be actively cultivated to reinforce reading practice beyond the classroom setting, while professional development initiatives should be pursued to enhance teachers' proficiency in remedial reading strategies and in the conduct of monitoring and assessment activities. Finally, drawing directly from these findings and the concerns identified through the study, it is recommended that a structured set of remedial reading activities be formulated and implemented, one that addresses the specific gaps in time, resources, and higher order literacy skill development, so as to further advance the English academic performance of Grade V learners and ensure the continued responsiveness and effectiveness of the remedial reading program.

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