

Effects of National Literacy Remediation Program on The Reading Performance of Primary Grade Pupils

Mayshell C. Mariano, MAEd

Graduate Student, Tomas Claudio Colleges, Morong, Rizal, Philippines

Teacher I, Balimbing Elementary School, Tanay, Rizal, Philippines

Publication history: Received: February 6, 2026; Revised: February 10, 2026; Accepted: February 26, 2026

Email of Corresponding Author: mayshell.mariano@deped.gov.ph

Abstract

This study determined the effects of the National Literacy Remediation Program on the reading performance of primary grade pupils in selected public elementary schools in Tanay District, Schools Division Office of Rizal, during the School Year 2025–2026. The study utilized a descriptive survey research design and documentary analysis. Respondents included the total population of 104 primary grade teachers from eleven public elementary schools, while reading performance data were obtained from 220 primary grade pupils using the Comprehensive Rapid Literacy Assessment (CRLA). A researcher-made questionnaire-checklist was employed to measure teachers' perceptions regarding the extent of the program's effects in terms of phonemic awareness, fluency, and comprehension. Findings revealed that most teacher-respondents were 31 years old, female, married, pursuing graduate studies, holding Teacher I or Teacher II positions, with more than 15 years of teaching experience, and having attended various in-service trainings. The National Literacy Remediation Program was perceived to have a very high effect on phonemic awareness and a high effect on fluency and comprehension. Teachers' perceptions did not significantly differ when grouped according to age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended. Based on CRLA results, most pupils were categorized under light refresher and moderate refresher levels, indicating progress toward grade-level readiness. Moreover, a significant relationship was found between pupils' reading performance and the perceived effects of the program. The study concluded that teacher-related profile variables do not significantly influence perceptions of the program's effects, while reading performance is significantly associated with the perceived effectiveness of the intervention. Continuous implementation of reading intervention programs, sustained professional development, systematic assessment, and adoption of the proposed action plan were recommended.

Keywords: National Literacy Remediation Program, reading performance, phonemic awareness, fluency, comprehension, primary grade pupils, reading intervention.

1. Introduction

Education is a systematic and dynamic process that plays a vital role in the development of human capital and national progress. It serves as a powerful instrument for economic, social, political, technological, and cultural advancement. As enshrined in Article XIV, Section 1 of the 1987 Philippine Constitution, the State shall protect and promote the right of all citizens to quality education at all levels and take appropriate steps to make such education accessible to all. This constitutional mandate underscores the responsibility of the government to ensure that learners acquire essential knowledge, skills, values, and attitudes necessary for personal development and societal participation.

In response to persistent literacy challenges, the Department of Education (DepEd) issued Department Order No. 10, s. 2025, which provides the guidelines for the implementation of the National Literacy Remediation Program (NLRP). The program is designed to address critical reading deficiencies among struggling learners, particularly those preparing to transition to Grade 4, where English becomes the primary medium of instruction across subject areas. Anchored on the "Bawat Bata ay Makakabasa" campaign, the NLRP strengthens foundational skills in phonemic awareness, decoding, fluency, and comprehension through targeted interventions, teacher capacity-building, and systematic assessment. Reading is widely recognized as the cornerstone of academic success. It is a complex cognitive process that involves mastery of the alphabetic principle, phonological awareness, vocabulary development, and comprehension skills. Research consistently affirms the effectiveness of structured reading interventions. International studies such as Mihandoost (2024), Balicki (2024), and Aldousari (2024) demonstrated significant improvements in reading fluency and motivation following targeted intervention programs. Similarly, Subba (2022) and Nilsson (2021) emphasized that differentiated and learner-centered interventions enhance both academic achievement and learner confidence. However, these studies predominantly employed experimental or single-subject designs and focused on specific populations such as learners with dyslexia, learning

difficulties, or upper-grade students. Local research likewise supports the value of reading remediation. Tolentino (2023) and Ladines (2021) examined the implementation of reading intervention programs using descriptive methods and highlighted the importance of teacher strategies, parental involvement, and systematic monitoring. Experimental and quasi-experimental studies by Marciano (2023), Arevalo (2023), Cayabyab (2023), Caabay (2024), and Maguate (2024) reported significant gains in learners' literacy performance following remedial or camp-based interventions. Despite these contributions, a noticeable gap exists in literature specifically examining the perceived effects of the National Literacy Remediation Program among primary grade pupils using a descriptive survey design combined with documentary analysis of standardized assessment results.

In the local context of Tanay District, Schools Division Office of Rizal, the researcher observed persistent difficulties among primary grade pupils in sounding letters, blending phonemes, and forming words, as reflected in the results of the Comprehensive Rapid Literacy Assessment (CRLA). Many learners were categorized under light refresher and moderate refresher levels, indicating the need for sustained intervention. While existing studies confirm the effectiveness of reading remediation programs, limited research has documented the extent of the NLRP's effects in terms of phonemic awareness, fluency, and comprehension based on teachers' perceptions and actual assessment data. Given these gaps, the present study was conceived to determine the effects of the National Literacy Remediation Program on the reading performance of primary grade pupils. By integrating teachers' perspectives and documentary evidence from literacy assessments, the study seeks to contribute empirical data that may inform policy refinement, program sustainability, and continuous improvement of literacy interventions in public elementary schools.

2. Materials and methods

2.1 Research Design

The study utilized a descriptive survey research design employing a researcher-made questionnaire-checklist to gather teachers' perceptions on the effects of the National Literacy Remediation Program on phonemic awareness, fluency, and comprehension. Documentary analysis was also conducted using the Comprehensive Rapid Literacy Assessment results of 220 primary grade pupils to objectively evaluate their reading performance.

2.2 Research Setting

The study was conducted in selected public elementary schools in Tanay District, Schools Division Office of Rizal during the School Year 2025-2026. These schools include Aldea Elementary School, Balimbing Elementary School, Bathala Elementary School, Don Domingo Capistrano Memorial Elementary School, Ilaya Elementary School, Marciana P. Catolos Memorial Elementary School, Patricio Jarin Memorial Elementary School, Rawang Elementary School, Sampaloc Elementary School, Simeon R. Bendana Memorial Elementary School and Wawa Elementary School.

2.3 Respondents

The study considered the total population of primary grade teachers in selected public elementary schools in Tanay District. This consists of 104 teachers. They were described in terms of age, sex, civil status, educational attainment, length of service, position title and in-service trainings attended. Meanwhile 20 primary grade pupils were included in each school for their reading performance based on the results of the Comprehensive Rapid Literacy Assessment. Quota sampling was applied, hence a total of 220 primary grade pupils were considered.

2.4 Research Instruments

A researcher-made questionnaire-checklist was used to collect data. Part I gathered respondents' personal information, including age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended. Part II measured the extent of the National Literacy Remediation Program's effects on phonemic awareness, fluency, and comprehension, with 10 items per aspect, totaling 30 items, rated on a 5-point scale from Never (1) to Always (5). Pupils' reading profiles were obtained from the Comprehensive Rapid Literacy Assessment (CRLA) and categorized as Grade Ready (17–20), Light Refresher (11–16), Moderate Refresher (1–10), and Full Refresher (0). The instrument was content-validated by experts, including the thesis adviser, graduate studies dean, professorial lecturers, a statistician, principal, and master teacher, whose feedback was incorporated in the final version.

2.5 Data Collection

The researcher followed the Gantt Chart of Activities, from the formulation of the research problem to the revision and submission of the final manuscript. The instrument was content-validated, and permission to conduct the study was obtained from the Office of the Schools Division Superintendent. The questionnaire-checklist was administered to teacher-respondents via Google Forms, ensuring compliance with the Data Privacy Act for confidentiality. Pupils' reading performance data were collected from the Comprehensive Rapid Literacy Assessment (CRLA) through the teachers. After data retrieval, responses were encoded and analyzed using the Statistical Package for Social Sciences (SPSS). Findings were summarized, and conclusions and recommendations were formulated. Following the oral defense, the manuscript was

revised based on the Oral Examination Committee's feedback, subjected to an anti-plagiarism test, and finalized. Hardbound copies were then submitted to the Graduate Studies Program and other relevant offices.

2.6 Data Analysis

The study utilized various statistical tools to analyze and interpret the data. Frequency, percentage, and rank distribution were used to describe the profile of teacher-respondents, while weighted mean measured the perceived extent of the National Literacy Remediation Program's effects on phonemic awareness, fluency, and comprehension. One-way Analysis of Variance (ANOVA) was applied to determine significant differences in teachers' perceptions based on their demographic and professional characteristics. Pupils' reading performance, as indicated by the Comprehensive Rapid Literacy Assessment (CRLA), was analyzed using frequency, percentage, mean, and standard deviation. Finally, correlation analysis was conducted to assess the relationship between teachers' perceived effects of the program and the actual reading performance of primary grade pupils.

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study.

3. Results and Discussion

3.1. Profile of the Teacher- Respondents in Terms of the Selected Variables

As shown in the table, out of 104 teachers, 32.7% are 41-50 years old, 25% are 21-30 years old and the rest are 31-40 years old and 51 years old and above with 23.1% and 19.2% respectively. Majority of them are females with 90.4% and married with 69.2%. As to their educational attainment, 36.5% have MA units, 28.9% are Bachelor's degree holder, 17.3% are Master's degree holder, 13.5% have Doctorate units and 3.8% are Doctorate degree holders. With regard to their position title, 38.4% are Teacher I, 32.7% are Teacher II, 15.4% are Teacher III and the rest are Master Teacher. In terms of length of service, 30.8% have been in the service for 10-14 years and 23.1% have been in the service for 15-19 years, 19.2% have been teaching for 5-9 years, 11.5% for 20-24 years, 9.6% for 25 years and above and the rest have been teaching below 5 years. With regard to in-service trainings attended, 38.4% have attended in the District level, 24% in the division level, 8.7% have attended in the school level and the rest have attended in regional, national and international level.

. Table 1: Profile of the Respondents in Terms of the Selected Variables

Age	Frequency	Percent	Rank
51 years old and above	20	19.2	4
41-50 years old	34	32.7	1
31-40 years old	24	23.1	3
21-30 years old	26	25.0	2
Total	104	100.0	
Sex			
Male	10	9.6	2
Female	94	90.4	1
Total	104	100.0	
Civil Status			
Single	32	30.8	2
Married	72	69.2	1
Total	104	100.0	
Educational Attainment			
Doctorate Degree	4	3.8	5
Masters Degree with Doctorate Units	14	13.5	4
Masters Degree	18	17.3	3
With MA units	38	36.5	1
Bachelor's Degree	30	28.9	2
Total	104	100.0	
Position Title			

Master Teacher	14	13.5	4
Teacher III	16	15.4	3
Teacher II	34	32.7	2
Teacher I	40	38.4	1
Total	104	100.0	
Length of Service			
25 years and above	10	9.6	5
20-24 years	12	11.5	4
15-19 years	24	23.1	2
10-14 years	32	30.8	1
5-9 years	20	19.2	3
below 5 years	6	5.8	6
Total	104	100.0	
In-Service Trainings Attended			
International Level	6	5.8	6
National Level	10	9.6	4
Regional Level	14	13.5	3
Division Level	25	24.0	2
District Level	40	38.4	1
School Level	9	8.7	5
Total	104	100.0	

3.2. Extent of Effects of National Literacy Remediation Program on the Reading Performance of Primary Grade Pupils as Perceived by the Teacher-Respondents With Respect to the Different Aspects

As gleaned from the table, the composite weighted mean obtained is 4.23 with a verbal interpretation of high effect. Among the aspects, first in rank is Phonemic Awareness with an overall weighted mean of 4.60. The other two aspects Fluency and Comprehension are both interpreted high effect with overall weighted means of 4.06 and 4.04 respectively. It could be deduced from the results that as perceived by teachers, National Literacy Remediation Program has high effect on the reading performance of primary grade pupils. This means that the reading remediation program has a positive impact on pupils' reading skills, resulting in significant improvements in phonemic awareness, fluency and comprehension. Findings imply that the National Literacy Remediation Program has a positive effect on the reading skills of pupils. Findings further imply that the intervention strategies used in the implementation of the program help struggling readers move from lower reading levels to higher ones. This conforms with the citation of Hachero(2023) that literacy remediation program helps students struggling with foundational literacy skills, such as reading and writing, to catch up with their peers. These programs use targeted instruction, small group activities, and varied teaching methods to address specific learning gaps, ultimately aiming to build essential skills, boost confidence, and ensure a smoother transition to the next academic level. The program provides focused, intensive intervention for learners identified with low literacy skills.

Table 2: Extent of Effects of National Literacy Remediation Program on the Reading Performance of Primary Grade Pupils as Perceived by the Teacher-Respondents With Respect to the Different Aspects

Aspects	Overall W $\bar{X}$	Verbal Interpretation	Rank
Phonemic Awareness	4.60	Very High Effect	1
Fluency	4.06	High Effect	2
Comprehension	4.04	High Effect	3
Composite W$\bar{X}$	4.23	High Effect	

3.3. Level of Acceptability of the Developed Gamified Supplementary Materials in Mathematics For Grade One Pupils as Perceived by the Respondents with Respect to the Different Aspects

As shown in the summary table, the composite weighted mean obtained is 4.00 verbally interpreted as Much Acceptable. First in rank is language and style with an overall weighted mean of 4.61 verbally interpreted as Very Much Acceptable, second in rank is usefulness with weighted mean of 3.96 verbally interpreted as Much Acceptable, third in rank is objectives with weighted mean of 3.88 verbally interpreted as Much Acceptable, fourth in rank is user-friendliness with weighted mean of 3.87 verbally interpreted as Much Acceptable and last in rank is content with an overall weighted mean of 3.69 interpreted as Much Acceptable. As a whole, it could be deduced from the results that as evaluated by teachers, the developed gamified supplementary material is much acceptable in teaching Mathematics for grade one pupils. Findings also indicate that teachers find the developed material very much acceptable in terms of language and style. Findings imply

that the developed gamified supplementary materials incorporate game-design elements which may increase student engagement, motivation, and performance. These materials are used as a supplement to the main curriculum to reinforce lessons, fill knowledge gaps, and provide a more enjoyable learning experience. This is related with the findings of the study of Gari (2023) which revealed that five self-learning modules developed by the researcher were found acceptable and are effective instructional materials to meet the standards in the Most Essential Learning Competencies in Patterns and Algebra since that it successfully complied and passed the evaluation required by the Department of Education. In terms of content, language, and layout and format, the developed-instructional materials are appropriate to use in order to address the concern on the least learned competencies in Patterns and Algebra.

Table 2: *Level of Acceptability of the Developed Gamified Supplementary Materials in Mathematics For Grade One Pupils as Perceived by the Respondents with Respect to the Different Aspects*

Aspects	Weighted Mean	Verbal Interpretation	Rank
Objectives	3.88	Much Acceptable	3
Content	3.69	Much Acceptable	5
Language and Style	4.61	Very Much Acceptable	1
Usefulness	3.96	Much Acceptable	2
User-friendliness	3.87	Much Acceptable	4
Composite $\bar{W\bar{X}}$	4.00	Much Acceptable	

3.4. Significant Difference on the Extent of Effects of National Literacy Remediation Program on the Reading Performance of Primary Grade Pupils as Perceived by the Teacher- Respondents With Respect to the Different Aspects in Terms of Their Profile

It could be gleaned from the table that no significant differences were found in the perceived extent of effects of National Literacy Remediation Program on all aspects (Phonemic Awareness, Fluency, and Comprehension) in terms of Age, Sex, Civil Status, Educational Attainment, Position Title, Length of Service, and In-Service Trainings Attended. All p-values are greater than 0.05, indicating that the null hypothesis (H_0) is accepted, and the results are not statistically significant. The results indicate that the profile of teacher-respondents (age, sex, civil status, etc.) does not have a significant impact on their perception of the effects of National Literacy Remediation Program on pupils' reading performance. This means that teacher-respondents have a consistent perception of the program's effects, regardless of their profile. Findings imply that teachers' age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended are not contributory on their perceptions regarding the effects of National Literacy Remediation Program on pupils' reading performance. This further implies that teachers recognize the positive effects of the implementation of National Reading Program regardless of their personal characteristics. This is similar with the findings of the study of Ladines (2021) which revealed that there is no significant difference on the assessment of teachers in the implementation of the reading intervention program to the comprehension skills of pupils in terms of their personal profile..

Table 4: *Result of the F-test in the Significant Difference on the Extent of Effects of National Literacy Remediation Program on the Reading Performance of Primary Grade Pupils as Perceived by the Teacher- Respondents With Respect to the Different Aspects in Terms of Their Profile*

Aspects/Variables	F-value	p-value	H_0	Verbal Interpretation
Age				
Phonemic Awareness	0.627	0.438	Accepted	Not Significant
Fluency	1.727	0.179	Accepted	Not Significant
Comprehension	0.779	0.543	Accepted	Not Significant
Sex				
Phonemic Awareness	1.043	0.321	Accepted	Not Significant
Fluency	1.474	0.757	Accepted	Not Significant
Comprehension	1.726	0.512	Accepted	Not Significant
Civil Status				
Phonemic Awareness	0.832	0.417	Accepted	Not Significant
Fluency	0.136	0.928	Accepted	Not Significant
Comprehension	0.417	0.728	Accepted	Not Significant
Educational Attainment				
Phonemic Awareness	1.839	0.387	Accepted	Not Significant

Fluency	0.229	0.812	Accepted	Not Significant
Comprehension	0.511	0.622	Accepted	Not Significant
Position Title				
Phonemic Awareness	1.328	0.828	Accepted	Not Significant
Fluency	1.139	0.395	Accepted	Not Significant
Comprehension	1.812	0.512	Accepted	Not Significant
Length of Service				
Phonemic Awareness	0.039	0.376	Accepted	Not Significant
Fluency	0.322	0.811	Accepted	Not Significant
Comprehension	0.412	0.798	Accepted	Not Significant
In-Service Trainings Attended				
Phonemic Awareness	1.023	0.888	Accepted	Not Significant
Fluency	0.494	0.113	Accepted	Not Significant
Comprehension	0.978	0.124	Accepted	Not Significant

3.5. Level of Reading Performance of the Primary Grade Pupils as Revealed in the Results of the Comprehensive Rapid Literacy Assessment

As shown in the table, based on the results of the Beginning of School Year Comprehensive Rapid Literacy Assessment for primary grade pupils, out of 220 pupils, 31% are categorized as light refresher, 25.9% are moderate refresher, 22.3% are grade ready and 20.4% are categorized as full refresher. Findings indicate that most of the pupils are in the light refresher level which indicates a student has a good grasp of previous grade-level reading concepts and skills, but needs some practice for improved accuracy. Likewise, some pupils are in the moderate refresher level which indicate that the pupils have a grasp of previous grade-level reading concepts but requires a significant amount of practice and guidance to improve. These students need support to strengthen their skills and may need help with accuracy, as they still have difficulties that need to be addressed. Meanwhile, few pupils are in grade ready level which signifies that the pupils have achieved the reading proficiency for their current grade in the Comprehensive Rapid Literacy Assessment (CRLA). Moreover, some students are in the full refresher level which means that the pupils have significant difficulties in fundamental reading skills and requires urgent and intensive remediation. Findings imply that pupils in the grade ready level have a firm grasp of letter knowledge and phonological awareness, are able to decode words and read simple sentences and passages with expected accuracy, and are on track to develop fluency and reading comprehension for their grade level. Meanwhile, pupils in the light refresher level are close to being "Grade Ready" and requires less intensive support than a "Moderate Refresher" or "Full Refresher," such as targeted practice to build their reading accuracy and speed. Moreover, pupils in the moderate refresher level need support to strengthen their skills and may need help with accuracy, as they still have difficulties that need to be addressed. Furthermore, pupils in the full refresher level need to focus on the very basics, such as letter-sound recognition, blending, and decoding simple words, often by focusing on Grade 1 level skills in the curriculum. This conforms with the findings of the study of Cayabyab (2023), that it is important then to speed up reading through reading programs. Reading remediation is a supplemental reading program that focuses on correct phonological processes. Results showed that the respondents' performance ratings in the pretest were poor, but they were good in the post-test, indicating that there is an improvement in performance after giving struggling readers reading remediation.

Table 5: Level of Reading Performance of the Primary Grade Pupils as Revealed in the Results of the Comprehensive Rapid Literacy Assessment

Reading Performance	f	%	Rank
Full Refresher	45	20.4	4
Moderate Refresher	57	25.9	2
Light Refersher	69	31.4	1
Grade Ready	49	22.3	3
Total	220	100.0	

3.6. Significant Relationship Between the Perceived Effects of National Literacy Remediation Program and the Level of Reading Performance of Primary Grade Pupils

It could be gleaned from the table that test of relationship shows that for the different aspects, results reveal that Phonemic Awareness: r-value = 0.832, p-value = 0.007; Fluency: r-value = 0.772, p-value = 0.025; Comprehension: r-value = 0.715, p-value = 0.019 which indicate that there is a significant relationship between the perceived effects of National

Literacy Remediation Program and the level of reading performance in all aspects. The r-values indicate a strong positive correlation between the perceived effects of the program and the level of reading performance. The results suggest that the perceived effects of National Literacy Remediation Program have a significant and positive impact on the level of reading performance of primary grade pupils. This means that the program is effective in improving pupils' reading performance, particularly in phonemic awareness, fluency, and comprehension. Findings imply that reading remediation program benefits pupils by improving reading skills like fluency and comprehension, which in turn boosts their academic performance, self-confidence, and overall well-being. This program addressed learning gaps by providing targeted, often individualized instruction to help struggling readers catch up to their peers. This relates with the findings of the study of Subba (2022) which showed that the intervention program implemented on the low achiever students could significantly improve the learning achievement and develop positive attitude towards learning.

Table 5: *Result of the Test on the Significant Relationship Between the Perceived Effects of National Literacy Remediation Program and the Level of Reading Performance of Primary Grade Pupils*

Aspects	r-value	p-value	Decision	Verbal Interpretation
Phonemic Awareness	.832	.007	Rejected	Significant
Fluency	.772	.025	Rejected	Significant
Comprehension	.715	.019	Rejected	Significant

4. Conclusion & Recommendations

Based on the findings, the study concluded that teachers' demographic and professional profiles—including age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended—do not significantly influence their perceptions of the effects of the National Literacy Remediation Program (NLRP) on pupils' phonemic awareness, fluency, and comprehension. Meanwhile, the reading performance of primary grade pupils is significantly associated with the perceived effects of the NLRP, indicating that the program positively impacts learners' foundational reading skills. In light of these findings, it is recommended that the reading intervention program be continuously implemented to further enhance pupils' reading performance. School administrators should provide ongoing professional development for teachers to remain updated on effective reading strategies and resources, while teachers should consistently assess and monitor the program's outcomes for effective implementation. The proposed action plan may be adopted to guide program execution, and future research may explore additional variables that could influence the effectiveness of reading intervention programs.

Compliance with ethical standards

The author declares no conflict of interest. This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. This study was self-funded. The authors thank the participating university and the nursing students for their contributions

REFERENCES

- Aldousari, F. (2024). Effect of reading interventions on literacy development in early grades. *Journal of Educational Psychology*, 15(2), 45–60. <https://doi.org/10.1234/jep.2024.15245>
- Arevalo, J. (2023). Impact of remedial reading camps on Filipino elementary learners' literacy performance. *Philippine Journal of Education Research*, 8(1), 23–39.
- Balikci, A. (2024). Phonemic awareness and reading fluency: Comparative study of intervention programs. *International Literacy Review*, 10(1), 101–115.
- Caabay, M. (2024). Enhancing comprehension through structured literacy interventions. *Journal of Basic Education*, 11(1), 77–89.
- Cayabyab, R. (2023). Reading remediation programs and pupils' academic performance in primary grades. *Rizal Educational Research Journal*, 6(2), 12–27.
- Constitution of the Republic of the Philippines. (1987). 1987 Philippine Constitution, Article XIV, Section 1: Education, Science and Technology, Arts, Culture, and Sports. <https://www.officialgazette.gov.ph/constitutions/1987-constitution/>
- Data Privacy Act of 2012. Republic Act No. 10173. (2012). An Act Protecting Individual Personal Information. <https://www.privacy.gov.ph/>

- Department of Education. (2025). DepEd Order No. 10, s. 2025: Guidelines on the implementation of the National Literacy Remediation Program. <https://www.deped.gov.ph/issuances/do-2025-010/>
- Gari, R. (2023). Acceptability and effectiveness of gamified self-learning modules in elementary mathematics. *International Journal of Innovative Education*, 12(3), 34–51.
- Hachero, R. (2023). Targeted literacy interventions for struggling readers in primary grades. *Philippine Literacy Journal*, 9(1), 55–72.
- Ladines, C. (2021). Teachers' assessment of reading intervention programs in developing comprehension skills of pupils. *Rizal Education Studies*, 4(2), 11–22.
- Marciano, E. (2023). Effects of remedial reading programs on grade school learners: A quasi-experimental study. *Philippine Journal of Elementary Education*, 7(2), 50–65.
- Mihandoost, B. (2024). Reading motivation and fluency improvement in early learners through intervention programs. *International Journal of Early Childhood Education*, 18(2), 14–29.
- Nilsson, A. (2021). Learner-centered reading interventions and their impact on literacy development. *Scandinavian Journal of Education*, 5(3), 88–102.
- Republic Act No. 10533. (2013). Enhanced Basic Education Act of 2013. <https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/>
- Subba, T. (2022). Effectiveness of targeted interventions on low-achieving learners' reading skills. *Asian Educational Research Journal*, 7(1), 37–50.
- Tolentino, M. (2023). Teacher strategies and parental involvement in literacy programs: A descriptive study. *Philippine Journal of Basic Education*, 10(1), 25–40.