

Effectiveness of Reading Remediation Program for Grade One Low Emerging Readers

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Abstract

This study determined the effectiveness of the Reading Remediation Program for Grade One low emerging readers at Baras Pinugay Elementary School, Baras Sub-Office, Division of Rizal, during the School Year 2025–2026. Specifically, it assessed learners' reading performance before and after the intervention in terms of phonics, word recognition, and comprehension and examined differences when grouped according to selected demographic variables. Using an experimental research design, the study involved 32 Grade One low emerging readers who underwent pretest and posttest assessments. Findings revealed that the Reading Remediation Program significantly improved learners' phonics skills and overall reading performance, resulting in higher posttest scores and more learners attaining the Outstanding level. However, improvements in word recognition and comprehension were not statistically significant, indicating that higher-order reading skills require more sustained and targeted instructional support. Most demographic variables, including sex, birth order, family size, parental occupation, mother's educational attainment, and family income, showed no significant influence on posttest reading performance, whereas father's educational attainment significantly affected learners' reading achievement. The study concludes that the Reading Remediation Program is effective in strengthening foundational decoding skills but requires longer implementation and enhanced instructional strategies to improve word recognition and reading comprehension. It is recommended that schools strengthen reading interventions through adequate instructional resources, teacher professional development, targeted comprehension activities, and active parental involvement to further enhance learners' reading outcomes.

Keywords: Reading Remediation Program, low emerging readers, phonics, word recognition, reading comprehension, Grade One learners, experimental research.

Introduction

Reading proficiency is widely recognized as the cornerstone of academic achievement because it enables learners to acquire knowledge, think critically, and participate meaningfully in classroom learning. During the early grades, children transition from learning to read to reading to learn, making foundational literacy an essential determinant of future academic success. Learners who fail to develop adequate reading skills during this period are more likely to experience persistent learning difficulties across subject areas (UNESCO, 2023). Consequently, strengthening early literacy through evidence-based instructional interventions has become a priority among educational systems worldwide.

Reading is a complex process involving phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension. These components work together to support reading proficiency and comprehension of increasingly complex texts (National Institute of Child Health and Human Development [NICHD], 2000). Ehri (2020) explained that systematic phonics instruction enables learners to establish automatic connections between letters and sounds, thereby improving word recognition and facilitating reading comprehension. Likewise, Kilpatrick (2021) emphasized that explicit instruction in phonemic awareness and decoding significantly benefits struggling readers, particularly during the primary grades when literacy skills are still developing.

International evidence consistently demonstrates that early reading interventions improve learners' literacy outcomes. Hattie (2023) reported that structured instruction, formative assessment, and targeted interventions have substantial positive effects on reading achievement. Similarly, Foorman et al. (2016) found that systematic reading interventions significantly enhance decoding, fluency, and early reading performance among beginning readers. However, previous studies also indicate that while phonics and decoding often improve rapidly, reading comprehension develops more gradually because it depends on vocabulary knowledge, language proficiency, background knowledge, and higher-order thinking skills (Snow, 2023). These findings suggest that reading remediation programs should integrate both foundational decoding instruction and comprehension strategies to achieve sustained literacy development.

In the Philippine context, improving learners' reading proficiency remains a major educational concern. Results of the Programme for International Student Assessment (PISA) 2022 revealed that Filipino learners continue to perform below the Organisation for Economic Co-operation and Development (OECD) average in reading literacy (OECD, 2023). In response, the Department of Education (DepEd) has strengthened literacy initiatives through the implementation of the Every Child A Reader Program (ECARP) under DepEd Order No. 40, s. 2013, the Philippine Informal Reading Inventory (Phil-IRI) under DepEd Memorandum No. 345, s. 2010, and the Academic Recovery and Accessible Learning (ARAL) Program through DepEd Order No. 18, s. 2025. These initiatives emphasize early identification of struggling readers, structured intervention, continuous progress monitoring, and teacher professional development to improve foundational literacy.

Local studies likewise support the effectiveness of school-based reading interventions. Cabardo (2015) found that structured remediation significantly improved learners' decoding skills and oral reading performance, although gains in reading comprehension required longer intervention periods. Similarly, Ignacio and De Vera (2022) reported that differentiated reading instruction and individualized remediation enhanced learners' reading fluency and confidence but recommended sustained instructional support to improve comprehension. Furthermore, Epstein (2018) emphasized that parental involvement remains a significant predictor of children's academic achievement, as learners receiving consistent literacy support at home demonstrate better reading outcomes than those with limited parental engagement.

Despite these national initiatives and empirical evidence, reading difficulties remain prevalent among beginning readers in many Philippine public elementary schools. At Baras Pinugay Elementary School, several Grade One learners continue to demonstrate difficulties in phonics, word recognition, and reading comprehension despite the implementation of a Reading Remediation Program. Although the intervention has been regularly implemented, limited empirical evidence exists regarding its effectiveness in improving the reading performance of Grade One low-emerging readers in the local setting. Moreover, the influence of learners' demographic characteristics on intervention outcomes has not been sufficiently examined.

Addressing this gap, the present study evaluated the effectiveness of the Reading Remediation Program for Grade One low-emerging readers at Baras Pinugay Elementary School during the School Year 2025–2026. Specifically, it examined learners' reading performance before and after participation in the intervention in terms of phonics, word recognition, and comprehension and determined whether significant differences existed when learners were grouped according to selected demographic variables. The findings provide empirical evidence that may guide teachers, school administrators, and policymakers in strengthening school-based reading interventions and improving early literacy instruction for struggling readers.

Material and methods

2.1 Research Design

This study employed a pretest–posttest experimental design to evaluate the effectiveness of the Reading Remediation Program for Grade One low-emerging readers.

2.2 Locale of the Study

The study was conducted in Baras Pinugay Elementary School, located in the Baras Sub-Office, School Year 2025-2026

2.3 Respondents of the Study

The study employed total enumeration sampling, wherein all thirty-two (32) Grade One learners identified as low-emerging readers at Baras Pinugay Elementary School, Baras Sub-Office, Division of Rizal, during the School Year 2025–2026 were included as respondents.

2.4 Sample and Sampling Procedure

The study employed total enumeration sampling, wherein all thirty-two (32) Grade One learners identified as low-emerging readers at Baras Pinugay Elementary School, Baras Sub-Office, Division of Rizal, during the School Year 2025–2026 were included as respondents. The participants were identified through the school's baseline reading assessment, which evaluated learners' performance in phonics, word recognition, oral reading fluency, and reading comprehension. Since the number of eligible participants was limited and manageable, the researcher included the entire target population to ensure comprehensive evaluation of the Reading Remediation Program and to eliminate sampling bias. The respondents underwent both pretest and posttest assessments following their participation in the intervention program. In addition, demographic information, including sex, sibling position, number of children in the family, parents' educational attainment, parents' occupation, and monthly family income, was collected to determine whether posttest reading performance significantly differed across selected profile variables. The use of total enumeration allowed the researcher to obtain

complete data from all identified low-emerging readers, thereby enhancing the validity and representativeness of the findings within the study setting.

2.5 Research Instrument

Data were collected using a researcher-developed Reading Performance Assessment Tool, which underwent content validation and reliability testing prior to its administration. The instrument consisted of three parts: Part I gathered the respondents' demographic profile, including sex, sibling position, number of children in the family, parents' educational attainment, parents' occupation, and monthly family income; Part II measured the respondents' reading performance through a 30-item assessment equally distributed across three domains—phonics, word recognition, and reading comprehension (10 items each)—with performance interpreted using the following scale: 10 (Outstanding), 8–9 (Very Satisfactory), 6–7 (Satisfactory), 3–5 (Fairly Satisfactory), and 1–2 (Did Not Meet Satisfactory); and Part III assessed the respondents' reading level based on comprehension scores classified as Independent Level (21–30), Instructional Level (11–20), and Frustration Level (0–10). The assessment included oral and written reading tasks aligned with the Grade One Most Essential Learning Competencies (MELCs) in English and was administered as both the pretest and posttest to determine the effectiveness of the Reading Remediation Program. To establish content validity, the instrument was evaluated by literacy specialists and experienced Grade One teachers, whose recommendations were incorporated into the final version. Subsequently, the instrument was pilot-tested among Grade One learners from a comparable elementary school, and its internal consistency was determined using Cronbach's alpha, with a reliability coefficient of 0.70 or higher considered acceptable, thereby confirming that the instrument was valid and reliable for measuring the reading performance of Grade One low-emerging readers.

2.6 Data Gathering Procedure

The study followed a systematic research process beginning with the approval of the research title and the successful completion of the title defense. Chapters 1 to 3 were then prepared, presented during the research colloquium, and revised based on the recommendations of the panel. After the methodology was approved, the Reading Remediation Program was implemented. Baseline data were gathered through a pretest, followed by the conduct of the intervention and the administration of a posttest to measure changes in the respondents' reading performance. The collected data were encoded, tabulated, and analyzed using appropriate statistical techniques. Thereafter, Chapters 4 and 5 were completed, presenting the findings, conclusions, and recommendations. The study concluded with the final oral defense, incorporation of the panel's revisions, and submission of the finalized and bound thesis. This systematic procedure ensured the validity, reliability, and integrity of the research process and findings.

2.7 Data Analysis Techniques

The data gathered were analyzed using appropriate descriptive and inferential statistical techniques to answer the research questions and determine the effectiveness of the Reading Remediation Program for Grade One low-emerging readers. Frequency and percentage were used to describe the respondents' demographic profile in terms of sex, sibling position, number of children in the family, parents' educational attainment, parents' occupation, and monthly family income. Mean and standard deviation were computed to determine the respondents' reading performance in phonics, word recognition, and comprehension before and after exposure to the Reading Remediation Program. Paired-samples t-test was employed to determine whether there was a significant difference between the pretest and posttest reading performance of the respondents. To examine whether posttest reading performance significantly differed when respondents were grouped according to their profile variables, independent-samples t-test was used for dichotomous variables (e.g., sex), while one-way analysis of variance (ANOVA) was applied to variables with three or more categories (e.g., sibling position, number of children in the family, parents' educational attainment, parents' occupation, and monthly family income). Whenever significant differences were detected, appropriate post hoc tests (e.g., Tukey's HSD) were conducted to determine which groups significantly differed. All statistical tests were analyzed at the 0.05 level of significance, and the findings served as the basis for the proposed action plan to further enhance the reading performance of Grade One low-emerging readers.

2.8 Ethical Considerations

The study adhered to established ethical principles throughout the research process. Prior to data collection, permission was obtained from the concerned authorities and participating manufacturing companies. All respondents were informed of the purpose, procedures, and voluntary nature of the study, and their informed consent was secured before participation. Confidentiality and anonymity of the respondents were strictly maintained by ensuring that no personal or company-identifiable information was disclosed in the presentation of the results. Participants were assured that they could withdraw from the study at any time without any consequences. The data gathered were used solely for academic and research purposes, stored securely, and handled in accordance with the agreed confidentiality and non-disclosure provisions to protect the privacy and integrity of both the respondents and the participating organizations.

Results and Discussion

3.1 Profile of the Respondents in terms of the Selected Variables

Table 1 presents the profile of the respondents in terms of the selected variables. As shown in the table, out of 32 respondents, 62.5% are female while 37.5% are male. As to their sibling position, 71.9% are first born while only 2 or 6.3% are only child. In terms of the number of children in the family, 50% have 5-6 children in the family. As to their parents' educational attainment, most of the fathers are college undergraduate while most of the mothers are high school graduate. In terms of the parents' occupation, both parents are self-employed earning Php5,001-P hp10,000 monthly.

Table 1.1
Profile of the Respondents

Sex	f			%		Rank
Male	12			37.5		2
Female	20			62.5		1
Total	32			100		
Sibling Position						
Only child	2			6.3		3.5
First born	23			71.9		1
Middle child	2			6.3		3.5
Youngest	5			15.6		2
Total	32			100		
Number of Children in the Family						
1-2	-			-		-
3-4	7			21.9		3
5-6	16			50.0		1
7 and above	9			28.1		2
	32			100		
Parent's Educational Attainment	Father			Mother		
	f	%	Rank	f	%	Rank
Elementary level	1	3.1	6	1	3.1	5.5
Elementary graduate	5	15.6	3.5	8	25.0	2.5
High School level	5	15.6	3.5	11	34.4	1
High School Graduate	8	25.0	2	8	25.0	2.5
College level	10	31.3	1	4	12.5	4
College Graduate	3	9.4	5	1	3.1	5.5
Total	32	100		32	100	
Parent's Occupation	Father			Mother		
	f	%	Rank	f	%	Rank
Private Employee	5	15.6	3	11	34.4	1
Government Employee	2	6.3	6	6	18.8	3
Self-employed	9	28.1	1	9	28.1	2
OFW	7	21.9	2	1	3.1	6
Househusband/Housewife	3	9.4	4	3	9.4	4
Unemployed	2	6.3	6	-	-	-
Vendor	1	3.1	8.5	2	6.3	5
Househelp/Housemaid	1	3.1	8.5	-	-	-
Construction Worker	2	6.3	6	-	-	-
Total	32	100		32	100	
Monthly Family Income						
Php 20,001 and above	3			9.4		4
Php 10,001 – Php 20,000	5			15.6		3
Php 5,000 – Php 10,000	13			40.6		1
below Php 5,000	11			34.4		2
Total	32			100		

3.2 Level of Reading Performance of the Grade One Pupils Low Emerging Readers Before and After Exposure to the Reading Remediation Program as Revealed in the Pretest and Posttest Results

Table 2 presents the summary of the reading performance of Grade One low-emerging readers before and after exposure to the Reading Remediation Program with respect to reading comprehension. The results indicate a slight improvement in learners' comprehension performance following the intervention. During the pretest, 31 (96.9%) pupils were classified at the Independent Level, while only 1 (3.1%) was at the Instructional Level, with no learners falling under the Frustration Level. After the implementation of the Reading Remediation Program, the mean score increased from 25.75 (SD = 2.664) to 26.47 (SD = 3.445), suggesting an overall improvement in comprehension performance. Although the proportion of learners at the Independent Level slightly decreased to 90.6% (n = 29), three learners (9.4%) were classified under the Instructional Level, while no learner remained at the Frustration Level. The increase in the standard deviation from 2.664 to 3.445 indicates greater variability in posttest scores, reflecting differences in learners' responses to the intervention. Nevertheless, the higher mean score suggests that the Reading Remediation Program contributed positively to the respondents' comprehension skills, although the improvement was not uniform across all learners. These findings imply that while structured reading remediation effectively supports comprehension development, some learners may require more intensive and sustained instructional support to achieve consistent gains. The results are consistent with the findings of Ehri (2022), who emphasized that repeated and systematic instruction in decoding combined with comprehension activities strengthens learners' ability to construct meaning from text and improves overall reading achievement.

Table 2

The Reading Performance Of Grade One Low-Emerging Readers Before And After Exposure To The Reading Remediation Program With Respect To Reading Comprehension

Performance		Pretest		Posttest	
Scores	Level	Frequency	Percent	Frequency	Percent
21-30	Independent Level	31	96.9	29	90.6
11-20	Instruction Level	1	3.1	3	9.4
0-10	Frustration Level	-	-	-	-
Total		32	100	32	100
Mean		25.75		26.47	
Std. Deviation		2.664		3.445	
Minimum		19		18	
Maximum		29		30	

3.3 Significant Difference on the Level of Reading Performance of the Respondents Before and After Exposure to the Reading Remediation Program as Revealed in the Pretest and Posttest Results

Table 3 presents the results of the paired-samples t-test comparing the reading performance of Grade One low-emerging readers before and after exposure to the Reading Remediation Program in terms of phonics, word recognition, and comprehension. The findings revealed a significant improvement in phonics, with the mean score increasing from 8.56 (SD = 1.268) in the pretest to 9.19 (SD = 1.330) in the posttest ($t = -2.361$, $p = .025$). Since the p-value was less than the 0.05 level of significance, the null hypothesis was rejected, indicating that the Reading Remediation Program effectively enhanced the learners' phonics skills. Conversely, word recognition did not show a statistically significant improvement despite the increase in the mean score from 8.84 to 9.22 ($t = -1.417$, $p = .167$). Likewise, reading comprehension showed no significant difference between the pretest ($M = 8.34$, $SD = 1.260$) and posttest ($M = 8.06$, $SD = 1.831$) scores ($t = 0.875$, $p = .388$), indicating that the intervention did not produce a statistically significant improvement in comprehension within the duration of the program. Overall, the findings suggest that the Reading Remediation Program was effective in strengthening learners' foundational decoding skills but had limited impact on higher-order reading skills such as word recognition and comprehension. These results support the findings of Shaywitz (2022), who emphasized that while phonics responds readily to explicit and systematic instruction, reading comprehension develops more gradually because it depends on the integration of vocabulary, fluency, language development, and background knowledge, all of which require sustained and intensive instructional support.

Table 3

Computed t-value on the Level of Reading Performance of the Respondents Before and After Exposure to the Reading Remediation Program as Revealed in the Pretest and Posttest Results

		Mean	Sd.	Mean Diff.	t	df	Sig	VI
Phonics	Pretest	8.56	1.268	-.625	-2.361	31	.025	Significant
	Posttest	9.19	1.330					
Word Recognition	Pretest	8.84	1.139	-.375	-1.417	31	.167	Not Significant
	Posttest	9.22	1.211					
Comprehension	Pretest	8.34	1.260	-.719	.875	31	.388	Not Significant
	Posttest	8.06	1.831					

3.4 Significant Difference on the Level of Reading Performance of the Grade One Low Emerging Readers After Exposure to the Reading Remediation Program as revealed in the Posttest Results in terms of their Profile

Table 4 presents the significant differences in the reading performance of Grade One low-emerging readers after exposure to the Reading Remediation Program when grouped according to their profile variables. The results revealed that sex ($F = 0.348$, $p = .560$), sibling position ($F = 0.175$, $p = .912$), number of children in the family ($F = 1.401$, $p = .263$), mother's educational attainment ($F = 0.375$, $p = .824$), father's occupation ($F = 0.757$, $p = .642$), mother's occupation ($F = 0.809$, $p = .554$), and monthly family income ($F = 0.676$, $p = .574$) did not significantly influence the respondents' posttest reading performance, as all obtained p -values greater than the 0.05 level of significance. Hence, the null hypothesis for these variables was accepted, indicating that the Reading Remediation Program was generally effective regardless of the learners' demographic characteristics. In contrast, father's educational attainment showed a statistically significant difference ($F = 3.044$, $p = .027$), leading to the rejection of the null hypothesis. This finding suggests that learners whose fathers attained higher levels of education tended to perform better in the posttest, possibly because they received greater academic support and were exposed to richer home literacy environments. The result underscores the continuing influence of parental educational background on children's reading achievement even after participation in a structured intervention program. These findings are consistent with those of Epstein (2018), who emphasized that family involvement and parental educational attainment positively influence learners' academic performance, and Hattie (2023), who reported that home environment and parental engagement exert a meaningful positive effect on early literacy development and overall student achievement.

Table 4

Computed F-values on the Level of Reading Performance of Grade One Low Emerging Readers After Exposure to the Reading Remediation Program as Revealed in the Posttest Results in terms of their Profile

Variables	F	p-values	Ho	VI
Sex	.348	.560	Accepted	Not Significant
Sibling Position	.175	.912	Accepted	Not Significant
Number of Children in the Family	1.401	.263	Accepted	Not Significant
Father's educational attainment	3.044	.027	Rejected	Significant
Mother's Educational Attainment	.375	.824	Accepted	Not Significant
Father's Occupation	.757	.642	Accepted	Not Significant
Mother's Occupation	.809	.554	Accepted	Not Significant
Monthly Family Income	.676	.574	Accepted	Not Significant

Conclusions & Recommendations

The study concludes that the Reading Remediation Program was effective in improving the phonics skills of Grade One low-emerging readers, as evidenced by the significant difference between the pretest and posttest results. Although improvements were observed in word recognition and overall reading performance, these gains were not statistically significant, while comprehension likewise did not show significant improvement within the duration of the intervention. Furthermore, the learners' posttest reading performance did not significantly differ when grouped according to sex, sibling position, number of children in the family, mother's educational attainment, parents' occupation, and monthly family income. However, father's educational attainment significantly influenced learners' reading performance, highlighting the importance of parental educational support in reinforcing school-based reading interventions. Overall, the findings indicate that the Reading Remediation Program is effective in strengthening foundational reading skills, particularly phonics, but requires enhancement and longer implementation to produce significant improvements in higher-order reading skills such as word recognition and comprehension.

Based on the findings of the study, it is recommended that school administrators provide adequate instructional resources and continuous professional development to strengthen the implementation of Reading Remediation Programs. Teachers should sustain and enhance reading interventions by incorporating differentiated strategies that emphasize word recognition and reading comprehension in addition to phonics instruction. Parents should be encouraged to actively support their children's reading development through regular home reading activities and literacy-rich learning environments. Future researchers may conduct similar studies involving larger samples, longer intervention periods, and additional variables, such as parental involvement and home literacy environment, to further validate and enhance the effectiveness of reading remediation programs for Grade One low-emerging readers.

Compliance with ethical standards

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