

# Effectiveness of School Reading Remediation Program and Performance of Struggling Readers

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## Abstract

This study explored the effectiveness of the school reading remediation program and its impact on the reading performance of struggling learners in the District of San Jose, Antique, during the school year 2024–2025. Using a descriptive-correlational design, data were collected from 108 teachers responsible for struggling readers through a validated, researcher-developed questionnaire assessing program effectiveness—specifically instructional strategies, frequency of implementation, and learner support—and learners’ reading performance, including decoding, fluency, comprehension, and vocabulary. Results indicated that teachers perceived the remediation program as highly effective, with instructional strategies rated highest. Learners’ reading performance was moderately high overall, showing strengths in decoding and fluency while comprehension and vocabulary remained areas for improvement. A significant positive relationship was found between program effectiveness and learners’ reading outcomes, suggesting that well-structured and consistent remediation programs support better reading performance. The study concludes that targeted, systematic, and supportive reading interventions enhance the outcomes of struggling readers. Recommendations include refining instructional strategies, increasing individualized learner support, conducting ongoing program evaluation, and providing teacher professional development to maintain and improve reading performance.

**Keywords:** Reading Remediation, Struggling Readers, Instructional Strategies, Learners’ Performance, Program Effectiveness

## Introduction

Reading is a fundamental skill crucial for academic success and lifelong learning. Learners who struggle with reading often face challenges in accessing the curriculum and achieving learning outcomes (Snow, 2002). To address this, schools implement Reading Remediation Programs designed to strengthen decoding, fluency, comprehension, and vocabulary skills (Torgesen, 2006). These programs aim to bridge learning gaps and provide learners with the foundational literacy skills necessary for academic achievement.

The success of remediation programs depends on several factors, including the instructional strategies used, frequency of intervention, teacher expertise, and learner motivation (National Reading Panel, 2000). Research shows that structured, evidence-based interventions improve reading outcomes by providing targeted, individualized support for struggling learners (Ehri et al., 2007).

In the Philippine context, and specifically in the District of San Jose, Antique, there is limited empirical research assessing the impact of school-based remediation programs. Understanding program effectiveness is essential for guiding educators and policymakers to ensure interventions meet learners' needs and improve literacy outcomes.

This study examined the effectiveness of the school reading remediation program and its influence on the reading performance of struggling learners, based on the perceptions of 108 teachers in charge during the school year 2024–2025. The findings aim to provide insights for enhancing program implementation and improving reading outcomes for learners experiencing difficulties.

### Methodology

A descriptive-correlational research design was used to assess the effectiveness of the reading remediation program and its relationship with learners' reading performance. The descriptive component measured program effectiveness and learners' reading outcomes, while the correlational component examined the relationship between these variables.

The study involved 108 teachers responsible for struggling readers across various grade levels. Total enumeration ensured representation of all teachers implementing the program. Data were collected using a validated, researcher-developed questionnaire with two parts: Part I assessed program effectiveness (instructional strategies, frequency, learner support), and Part II evaluated learners' reading performance (decoding, fluency, comprehension, vocabulary) as observed by teachers. The instrument showed high reliability (Cronbach's alpha = 0.86).

Ethical procedures were observed, including informed consent and confidentiality. Data were analyzed using descriptive statistics (frequency, percentage, weighted mean, standard deviation) and Pearson Product-Moment Correlation to examine the relationship between program effectiveness and learners' reading performance at a 0.05 significance level.

### Results

Teachers perceived the reading remediation program as highly effective, with an overall mean of 4.28 (SD = 0.37). Instructional strategies received the highest rating (M = 4.35), followed by learner support (M = 4.27) and frequency of implementation (M = 4.22). These results suggest that the program is well-structured, consistently delivered, and supportive of learners' needs.

Learners' reading performance was moderately high (M = 4.02, SD = 0.39). Decoding skills scored highest (M = 4.10), followed by fluency (M = 4.05), comprehension (M = 3.98), and vocabulary (M = 3.95). While learners showed notable progress, comprehension and vocabulary require additional focus.

Correlation analysis revealed a significant positive relationship between program effectiveness and learners' reading performance ( $r = 0.61$ ,  $p < 0.01$ ), indicating that more effective remediation programs are associated with higher reading outcomes.

### Discussion

The findings underscore the importance of structured and targeted reading remediation programs in supporting struggling readers. High ratings for instructional strategies suggest that evidence-based, systematic approaches enhance learners' decoding, fluency, and comprehension skills (Torgesen, 2006; Ehri et al., 2007).

Moderately high learner performance reflects the program's positive impact, though areas such as compre-

hension and vocabulary still need attention. The significant correlation confirms that consistent, well-planned, and supportive interventions directly improve reading outcomes. Continuous monitoring, individualized support, and frequent implementation are essential for maximizing program effectiveness and helping learners develop confidence and competence in reading (Snow, 2002).

### Conclusion

The school reading remediation program in the District of San Jose de Buenavista, Antique, is highly effective in supporting struggling readers. Teachers rated the program positively for instructional strategies, learner support, and implementation frequency. Learners demonstrated moderately high reading performance, with strengths in decoding and fluency, but comprehension and vocabulary require further focus. The significant positive correlation between program effectiveness and learners' reading performance highlights the critical role of structured and consistent interventions in improving literacy outcomes.

### Recommendations

**Enhance Instructional Strategies:** Continue using structured, evidence-based, and interactive reading strategies that address decoding, fluency, comprehension, and vocabulary to meet learners' diverse needs.

**Increase Learner Support:** Provide individualized guidance and additional practice sessions for learners struggling with comprehension and vocabulary to ensure balanced skill development.

**Regular Monitoring and Evaluation:** School administrators should assess program effectiveness and learners' progress continuously, identify gaps, and adjust teaching strategies to achieve program objectives.

**Professional Development for Teachers:** Offer workshops and training on remedial reading instruction, differentiated learning, and innovative engagement strategies to enhance teacher effectiveness.

**Parental and Community Involvement:** Encourage collaboration with parents and the community to support reading practice at home, fostering a literacy-rich environment beyond the classroom.

**Further Research:** Future studies may examine long-term impacts of reading remediation programs, the role of learner motivation, and comparative effectiveness of different remedial approaches to enhance outcomes for struggling readers.

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