

Reading Proficiency Of Grade 7 Tutees Through Reading Remediation Activities

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Abstract

Reading is one of the important factors in achieving full literacy in the learner's academic journey in both cognitive and expressive domains. Acquisition through literacy helps students gain better understanding of the lesson while focusing on developing their cognitive, social and environmental abilities fostering a holistic development which benefits the learner in the long run. The ARAL Program's remediation activities are designed to bridge critical learning gaps and elevate the literacy skills of below-grade-level students through targeted interventions like phonics, guided reading, vocabulary building, and comprehension exercises. Beyond correcting core mechanical weaknesses, the program focuses on boosting student confidence, motivation, and classroom engagement. Ultimately, these structured efforts aim to help struggling readers achieve the necessary proficiency to catch up with grade-level competencies, succeed academically, and participate fully in regular instruction.

This study employs a quantitative methodology and a descriptive research design to investigate reading remediation strategies and community partnerships for struggling readers at Inosloban-Maraway Integrated National High School. By collecting numerical data, the researcher aims to objectively determine and describe the factors and resources influencing the persistence of reading difficulties in this specific school locale. To gather this data, the researcher utilized convenience-purposive sampling to select 45 relevant and readily available participants, including Grade 7 public junior high school students enrolled in the ARAL Program and teachers actively engaged in it. The primary data collection instrument was a tailored, researcher-made survey questionnaire designed to capture the specific complexities of instructional strategies, community partnerships, contributing factors, and available school resources. The data collection process was carried out in three distinct phases: first, securing official authorization from school authorities; second, distributing the survey questionnaires along with informed consent forms via online and direct scheduled platforms; and third, guiding the participants through the completion of the validated questionnaire at their convenience. Finally, the gathered data will be processed using descriptive statistical tools in SPSS to analyze the utilization of reading strategies prescribed by the Department of Education, their perceived effects on students, and the challenges faced by teachers in achieving the program's objectives.

Despite initially starting at a 88.37% frustration level in reading, the Grade 7 tutees achieved extensive literacy growth through a highly organized remediation program. Following targeted interventions, students demonstrated mastery "To a Great Extent" across all major comprehension levels—literal, inferential, critical, and applied—advancing from basic word recognition to independent critical thinking and real-world problem-solving. This rapid development was driven by the regular deployment of research-based instructional strategies, including phonics-based decoding, guided oral reading, vocabulary reinforcement, and active comprehension exercises. Ultimately, the program's success was heavily optimized by a robust support network consisting of readily available learning resources, exceptionally high student motivation, adaptive and individualized teacher guidance, and strong parental involvement at home.

Most Grade 7 tutees initially demonstrated low reading performance rooted at the frustration level, highlighting significant gaps in foundational reading skills and a critical lack of independent reading capabilities. To address these weaknesses, a structured, research-based remediation program was implemented, focusing heavily on phonics-based instruction, guided oral reading, vocabulary enhancement, and comprehension-building activities. This systematic intervention successfully elevated the students' comprehensive reading proficiency, generating marked improvements across literal, inferential, and critical comprehension domains while equipping them to apply their knowledge in meaningful contexts. Ultimately, while the learners naturally encountered reading difficulties, these challenges were effectively mitigated by a comprehensive support system of diverse learning materials, adaptive teacher guidance, high student motivation, and strong parental involvement, which collectively fostered continuous reading growth

Keywords: *Reading Remediation, Reading Proficiency, Literacy*

INTRODUCTION

Reading is the skill that allows a person to efficiently and effectively comprehend, communicate and immerse in the world around him. In the center of it, literacy also includes not just the skills in reading and writing but also in the ability to analyze, interpret and meaning making from written, spoken and other technological and digital forms of communication in which daily events of an individual rely on. In today's era of modernity, literacy has extended to the far reach from traditional printed books, newspapers and magazines, encompassing a broad spectrum of media which has evolved over the course of human development, this also includes digital media, social media contents and other multimedia platforms that is always been part of this society's daily routine.

According to the World Bank Group, for hundreds of millions of students globally, schooling is not learning. Years of schooling are accumulated, but quality education is still a challenge in most countries. As of 2022, in low-and middle-income countries an estimated 70 percent of children in late primary cannot read and understand a simple story, up from 57 percent pre-pandemic.

In the local scene, there are approximately 18 million Filipinos who are graduates from the country's basic education system who could be functionally illiterate, according to data from the Functional Literacy, Education, and Mass Media Survey (FLEMMS). This was found by the Senate Committee on Basic Education during its April 30, 2025 hearing on the initial results of the latest FLEMMS, conducted by the Philippine Statistics Authority in the second half of 2024.

In line with this, the Republic Act No. 12028 (ARAL Act) stipulate that the State should protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all. However, the program will focus on the learners who are struggling in terms of comprehension and vocabulary. This doesn't mean that the program discriminates against the students who lack the required literacy skills they need to possess, but it promotes a safe learning environment intended for this extensive program that aims to improve students' literacy.

This research aimed to explore and assess the reading remediation strategies used within the ARAL Program implemented by the Department of Education (DepEd) and its efficacy in terms of enhancing the literacy skill of its intended beneficiaries. In assessing the effectiveness of the various reading remediation strategies used in the program it will provide indispensable insights that will further the understanding of the importance of reading remediation in fostering academic recovery. If the most effective remediation strategies are identified, the study could lead to the further improvement of the provisions for the ARAL program, making it more inclusive, adaptable and amenable to the needs of the learners who are struggling. Furthermore, the study will feature the implications for making accessible learning in the educational systems that underscores inclusion for all students needs.

This study aimed to determine the effectiveness of reading remediation activities to improve the reading proficiency level of grade 7 ARAL tutees during the first quarter of school year 2025-2026.

Specifically, it seeks to answer the following questions:

1. What is the reading performance of Grade 7 tutees as measured by the Beginning of the School Year (BOSY) Assessment?
2. How may the student level of reading proficiency be described as to the following:
 - 2.1. vocabulary;
 - 2.2. literal comprehension;
 - 2.3. inferential comprehension;
 - 2.4. critical/evaluative comprehension;
 - 2.5. applied comprehension?
3. How effective are the reading remediation activities as of the following:
 - 3.1. phonics-based instruction;
 - 3.2. guided oral reading;
 - 3.3. vocabulary enhancement activities; and
 - 3.4. comprehension-building exercises?
4. What challenges do learners encounter in utilizing the reading remediation activities?
5. Based on the findings, what enhanced reading remediation activities may be proposed to further improve reading proficiency?

2. Materials and Methods

This section outlined the research design, participants, data gathering procedures, instruments used, and statistical treatments applied in this study

This study employed a quantitative methodology and a descriptive research design. The quantitative method was appropriate for collecting numerical data and conducting statistical analysis to draw objective conclusions regarding Reading remediation strategies and community partnerships aimed at addressing struggling readers in Junior High school education. Using a quantitative methodology, the researcher was able to determine and describe the contributing factors and resources that affect the existence and persistence of struggling readers in the research locale.

The study involved a total of 45 participants, comprising Grade 7 public junior high school students within the Inosloban-Maraway Integrated National High school that are participating in the ARAL Program. The study selected convenience-purposive sampling. It is appropriate in achieving the goals set within the study due to the selected participants who are both readily available and relevant to the research. This combined approach allowed the researcher to gather data from accessible respondents—such as teachers who are currently engaged in the ARAL program—while ensuring that those chosen have specific experiences or knowledge related to literacy and reading remediation strategies.

The main research instrument developed and used in this study was a survey questionnaire, an invaluable tool tailored to closely fit the specific objectives and variables of the study. Within the scope of this research, this adaptability allowed for inquiries that specifically targeted the complexities of instructional strategies, community partnerships, contributing factors, and available resources within the school circumstances of the Inosloban-Marawoy Integrated National High school.

The data collection procedures for this research were structured into three distinct phases, each carrying equal importance to the achievement of the study's objectives. Initially, the study sought authorization and expertise from relevant school authorities, including the School Principal, School heads, Master teachers. The second phase revolved around implementing survey questionnaires to collect information, with an attached consent form ensuring participants clearly understood the study, their role, and the research's expectations. Participants have the option to discontinue their participation if they deemed it insignificant or inappropriate. The distribution of survey questionnaires was conducted through online tests and delivered directly at the scheduled time and platform. Following this, the researcher administered the validated questionnaire and thoroughly explained each of the phases that needs to be completed in the given time frame based on the convenience of the respondents. In this study, the data gathered will be analyzed using quantitative approaches to generate meaningful insights about the benefits and challenges of Reading remediation strategies in helping struggling readers among Junior High School Teachers in the ARAL Program. The quantitative data, collected through the researcher-made questionnaire, were analyzed using descriptive statistical tools such as SPSS to assess the utilization of the different reading remediation strategies prescribed by the Department of Education, perceived effects in the struggling readers' learning, and challenges experienced by the teachers in facilitating the program's objectives

3. Results

1. Reading performance of Grade 7 tutees as measured by the Beginning of the School Year (BOSY) Assessment

Table 1
Starting Point for the Graded Passage

Level of Literacy	F	Percent	Rank
Frustration	38	88.37	1
Instructional	5	11.62	2
Independent	0	00.00	3

2. Student'S Level Of Reading Proficiency

Table 2
VOCABULARY

STATEMENTS	WEIGHTED MEAN	VERBAL INTERPRETATION
I can understand most of the words I encounter in my school readings.	3.25	To a Great Extent
I use context clues to figure out the meaning of unfamiliar words.	3.18	To a Great Extent
I look up the meaning of difficult words in a dictionary or online.	3.16	To a Great Extent
I can match words with their correct meanings.	3.16	To a Great Extent
I can use newly learned words in my own sentences.	3.30	To a Great Extent
Composite Mean	3.21	To a Great Extent

Table 3
Literal Comprehension

STATEMENTS	WEIGHTED MEAN	VERBAL INTERPRETATION
I can easily identify the main idea of a text I read.	3.18	To a Great Extent
I can recall important details from what I read.	3.41	To a Great Extent
I can follow the sequence of events in a story.	3.20	To a Great Extent
I can answer questions directly stated in the text.	3.23	To a Great Extent
I can identify characters, setting, and events in a story.	3.34	To a Great Extent
Composite Mean	3.27	To a Great Extent

Table 4
Inferential Comprehension

STATEMENTS	WEIGHTED MEAN	VERBAL INTERPRETATION
I can predict what might happen next in a story.	3.04	To a Great Extent
I can make inferences based on clues in the text.	3.20	To a Great Extent
I can identify the implied meaning of sentences or paragraphs.	3.30	To a Great Extent
I can understand ideas that are not directly stated in the text.	3.30	To a Great Extent
I can draw conclusions from the information given in the story.	3.11	To a Great Extent
Composite Mean	3.19	To a Great Extent

Table 5
Critical/ Evaluative Comprehension

STATEMENTS	WEIGHTED MEAN	VERBAL INTERPRETATION
I can determine whether the information I read is fact or opinion-based.	3.27	To a Great Extent
I can evaluate if the author's arguments are strong or weak.	3.04	To a Great Extent
I can identify the author's purpose in writing a text.	3.09	To a Great Extent
I can compare ideas from different texts.	3.18	To a Great Extent
I can form my own opinion based on what I read.	3.34	To a Great Extent
Composite Mean	3.19	To a Great Extent

Table 6
Applied Comprehension

STATEMENTS	WEIGHTED MEAN	VERBAL INTERPRETATION
I can relate the lesson of a story to my own experiences.	3.37	To a Great Extent
I can use information from a text to solve problems or complete tasks.	3.23	To a Great Extent
I can summarize a text in my own words.	3.16	To a Great Extent
I can use information from reading materials in other subjects.	3.30	To a Great Extent

I can apply what I read to real-life situations.	3.11	To a Great Extent
Composite Mean	3.23	To a Great Extent

3. The effectiveness of the reading remediation activities

Table 7
Phonics-Based Instruction

STATEMENTS	WEIGHTED MEAN	VERBAL INTERPRETATION
My teacher teaches me the sounds of letters and letter combinations before reading words.	3.39	Often
My teacher helps me blend sounds together to read words accurately.	3.53	Always
My teacher uses activities that focus on recognizing word patterns and phonics rules.	3.09	Often
My teacher corrects my pronunciation when I make mistakes in sounding out words.	3.41	Often
My teacher provides practice exercises that improve my ability to decode unfamiliar words.	3.27	Often
Composite Mean	3.34	Often

Table 8
Guided Oral Reading

STATEMENTS	WEIGHTED MEAN	VERBAL INTERPRETATION
My teacher reads aloud with us and models correct pronunciation and expression.	3.53	Always
My teacher listens to me read aloud and provides feedback to improve my reading.	3.48	Often
My teacher encourages me to read aloud in small groups or pairs.	3.53	Always
My teacher helps me practice reading passages repeatedly to improve accuracy and fluency.	3.51	Always
My teacher asks me questions about the text while I read aloud to check my understanding	3.34	Often
Composite Mean	3.48	Often

Table 9
Vocabulary Enhancement Activities

STATEMENTS	WEIGHTED MEAN	VERBAL INTERPRETATION
My teacher introduces new words and explains their meanings during lessons	3.27	Often
My teacher encourages me to use new vocabulary words in my speaking and writing	3.51	Always
My teacher uses games or activities to help us learn new words	3.34	Often
My teacher provides opportunities to practice and review vocabulary regularly	3.44	Often
My teacher helps me learn how to use context clues to understand unfamiliar words	3.69	Always
Composite Mean	3.45	Often

Table 10
Comprehension-Building Exercises

STATEMENTS	WEIGHTED MEAN	VERBAL INTERPRETATION
My teacher asks questions about the text we read to check my understanding	3.46	Often
My teacher helps me summarize the main ideas and important details of a passage	3.44	Often
My teacher encourages me to make predictions about what will happen next in a story	3.25	Often
My teacher provides activities to help me connect the text to my own experience	3.32	Often
My teacher uses discussions or group activities to help me understand the text better	3.37	Often
Composite Mean	3.37	Often

4. Challenges that learners encounter in utilizing the reading remediation activities

Table 11

Accessibility Of Resources and Materials

STATEMENTS	WEIGHTED MEAN	VERBAL INTERPRETATION
I have access to enough reading materials (books, articles, etc.) to help me improve my literacy skills.	3.25	Often Encountered
The resources provided by my teacher are easy for me to understand and use.	3.48	Often Encountered
I have access to digital tools or online resources that support my learning.	3.44	Often Encountered
My classroom has enough materials (e.g., flashcards, worksheets) to help me practice reading and vocabulary.	3.27	Often Encountered
I can easily access additional resources (like tutoring or learning aids) when I need extra help with reading.	3.51	Always Encountered
Composite Mean	3.39	Often Encountered

Table 12

Learners' Motivation and Engagement

STATEMENTS	WEIGHTED MEAN	VERBAL INTERPRETATION
I feel motivated to participate in reading activities during class.	3.51	Always Encountered
I enjoy reading and look forward to lessons that involve reading tasks.	3.55	Always Encountered
I am interested in learning new words and improving my vocabulary.	3.60	Always Encountered
I feel that the reading tasks assigned to me are challenging but not too difficult.	3.58	Always Encountered
I believe the activities in class help me understand and enjoy reading more.	3.67	Always Encountered
Composite Mean	3.58	Always Encountered

Table 13
Teacher Capacity and Instructional Support

STATEMENTS	WEIGHTED MEAN	VERBAL INTERPRETATION
My teacher provides clear instructions and explanations during reading lessons.	3.69	Always Encountered
My teacher offers individual support when I need help with reading or comprehension.	3.67	Always Encountered
My teacher adapts lessons to meet my learning needs and abilities.	3.67	Always Encountered
My teacher encourages me to ask questions and clarifies anything I don't understand.	3.46	Often Encountered
My teacher uses different teaching strategies to help all students learn effectively.	3.60	Always Encountered
Composite Mean	3.62	Always Encountered

Table 14
Parental Involvement

STATEMENTS	WEIGHTED MEAN	VERBAL INTERPRETATION
My parents help me with my reading or homework assignments when I need it.	3.60	Always Encountered
My parents encourage me to read books or practice reading at home.	3.48	Often Encountered
My parents attend school meetings or events related to my learning progress.	3.39	Often Encountered
My parents discuss what I'm learning in school and ask me about my reading activities.	3.62	Always Encountered
My parents provide a quiet and supportive environment for me to read or study at home.	3.53	Always Encountered
Composite Mean	3.53	Always Encountered

DISCUSSION

Table 1 presents the starting point for the graded passage results of the Grade 7 tutees. The data show that the majority of the learners, with a frequency of 38 or 88.37%, fall under the frustration level. This indicates that most students experience significant difficulty in reading the graded passage independently. According to G. Vargas (2023) Teachers concur that they encounter a number of challenges when evaluating their students' reading comprehension, including managing big class sizes, giving timely and constructive feedback

The table 2 on vocabulary proficiency shows that Grade 7 tutees generally demonstrate a strong ability to use and understand words in their reading tasks, as indicated by a composite mean of 3.21, which is interpreted as “To a Great Extent.” Each individual indicator—including understanding most encountered words (3.25), using context clues to determine meaning (3.18), and looking up difficult words in a dictionary or online (3.16)—also falls under the same descriptive category. Students are likewise able to match words with correct meanings (3.16) and use newly learned words in their own sentences (3.30), suggesting that vocabulary instruction effectively bridges word recognition and meaningful usage. These results imply that tutees have developed both receptive vocabulary skills (understanding meanings) and productive skills (applying vocabulary in context). According to Beck and McKeown (2020), strong vocabulary knowledge is a key predictor of reading comprehension success, as it enables learners to access and interact with increasingly complex texts. In order to increase vocabulary, teachers can use the “word a day” approach in the classroom. Asking pupils to learn new terms every day would lead to their reading dictionaries

The table 3 on literal comprehension shows a composite mean of 3.27, which is verbally interpreted as “To a Great Extent,” indicating that Grade 7 tutees are generally effective at understanding the explicit information presented in texts after participating in reading remediation activities. All specific indicators—such as identifying the main idea (3.18), recalling key details (3.41), and following the sequence of events (3.20)—fall within the same descriptive range, suggesting consistency in basic comprehension skills. Students also demonstrate solid ability to answer questions directly stated in the text (3.23) and to identify story elements like characters, setting, and events (3.34). A study by Kim (2020) found that structured reading instruction that targets literal comprehension enhances learners’ confidence and accuracy in interpreting texts (Reading Research Quarterly).

The table 4 on inferential comprehension reveals a composite mean of 3.19 verbally interpreted as “To a Great Extent,” indicating that Grade 7 tutees are generally successful in reading between the lines and making meaning beyond what is explicitly stated. Each specific indicator—predicting what might happen next (3.04), making inferences based on textual clues (3.20), identifying implied meanings (3.30), understanding ideas not directly stated (3.30), and drawing conclusions (3.11)—also falls within this range, suggesting consistent development of higher-order comprehension skills. The highest means were observed in identifying implied meanings and understanding unstated ideas, which are key components of deep reading comprehension. Such inferential skills are essential for academic reading, as students must often interpret and connect ideas that are not directly presented in the text. These results suggest that the reading remediation activities implemented in this study have been effective in advancing Grade 7 learners’ inferential comprehension, which is foundational for critical thinking and academic success. Continued emphasis on tasks that require students to predict, infer, and draw conclusions will likely further enhance their ability to engage meaningfully with diverse reading materials.

The table 5 on critical/evaluative comprehension shows that Grade 7 tutees, through reading remediation activities, generally demonstrate solid abilities in critically analyzing and evaluating texts, with a composite mean of 3.19, verbally interpreted as “To a Great Extent.” All individual indicators—determining whether information is fact or opinion (3.27), evaluating the author’s arguments (3.04), identifying the author’s purpose (3.09), comparing ideas from different texts (3.18), and forming one’s own opinion based on reading (3.34)—fall within the same descriptive range. The highest mean in forming opinions (3.34) suggests that learners are not just understanding texts but also thinking independently about them. Similarly, the ability to determine factual versus opinion-based content (3.27) reflects emerging critical literacy skills that are essential for academic success. These results imply that remediation strategies are helping students move beyond basic comprehension to engage in thoughtful interpretation and evaluation of text. A study by McKeown and Gentilucci (2021) emphasizes that instructional approaches that prompt students to question, evaluate, and interpret text deepen comprehension and foster academic achievement (*Journal of Educational Psychology*). This aligns with the positive outcomes seen in the table, suggesting that the reading remediation activities are effective in promoting evaluative engagement with text.

The table 6 on applied comprehension shows that Grade 7 tutees generally demonstrate the ability to transfer and use their reading skills in meaningful ways, with a composite mean of 3.23, verbally interpreted as “To a Great Extent.” Each specific indicator—relating a story’s lesson to personal experiences (3.37), using information to solve problems (3.23), summarizing texts (3.16), applying information in other subjects (3.30), and applying reading to real-life situations (3.11)—also falls within the same descriptive range. These results suggest that by letting students formulate their own questions about the literary work and by offering challenging questions that stimulate creativity, critical thinking, and Higher Order Thinking Skills, questioning encourages initiative and curiosity. Furthermore, being able to summarize and apply information supports learners’ ability to transfer literacy skills across academic tasks. Applied comprehension is essential because it reflects how well students can utilize reading strategies beyond the classroom, especially in problem-solving and interdisciplinary learning.

The table 7 on phonics-based instruction shows a composite mean of 3.34, verbally interpreted as “Often,” indicating that phonics instruction is regularly implemented in the reading remediation activities for Grade 7 tutees in accordance to study of Caraig (2022), the instructor may provide explicit phonics instruction to promote active learning when teaching reading. The highest mean (3.53) was in the teacher helping students blend sounds to read words accurately, which was interpreted as “Always,” suggesting that blending practice is a key focus of instruction. Other indicators—such as teaching letter sounds (3.39), correcting pronunciation (3.41), providing decoding practice (3.27), and using phonics activities (3.09)—were consistently rated “Often,” reflecting a steady use of structured decoding strategies. As to the study of Caraig (2022) further explains the challenges of using explicit phonics instruction to teach reading include the inability to pronounce words correctly, difficulty matching sounds, laborious letter decoding of words, guessing words based on the first letter or two, and proper blending of sounds in each word, phrase, and sentence.

The table 8 on guided oral reading shows a composite mean of 3.48, which is verbally interpreted as “Often,” indicating that guided oral reading practices are regularly employed in the reading remediation program for Grade 7 tutees. Several key activities—such as the teacher reading aloud and modeling correct pronunciation and expression (3.53), encouraging reading in small groups (3.53), and helping students practice passages to improve accuracy and fluency (3.51)—were interpreted as “Always,” suggesting that these practices are consistently emphasized. Listening to students read aloud and providing feedback (3.48) and asking questions about the text during oral reading (3.34) were interpreted as “Often,” reflecting ongoing teacher support for comprehension and decoding. These results imply that students are given frequent opportunities to build fluency, prosody, and confidence through structured oral reading experiences. These results imply that students are given frequent opportunities to build fluency, prosody, and confidence through structured oral reading experiences. And should be remembered that students should be motivated as well because the lack of motivation to read, stuttering when reading English texts, and trouble figuring out the main idea of what was read are some of the reading challenges that seventh-grade students frequently face. by M. Ilao (2022)

The table 9 on vocabulary enhancement activities shows a composite mean of 3.45, verbally interpreted as “Often,” indicating that strategies to improve vocabulary are regularly implemented in the reading remediation program for Grade 7 tutees. The highest means were recorded in teachers encouraging students to use new vocabulary in speaking and writing (3.51) and helping learners use context clues to understand unfamiliar words (3.69), both interpreted as “Always,” showing that active engagement with words is strongly emphasized. Other indicators—such as introducing new words (3.27), using games or activities (3.34), and providing regular practice and review (3.44)—were also interpreted as “Often,” reflecting consistent instructional support for vocabulary growth. Moreover, encouraging students to actively use new vocabulary in speaking and writing helps reinforce retention and application of word knowledge, aligning with best practices in literacy instruction. Therefore, the findings indicate that vocabulary enhancement activities in the remediation program are effectively supporting the development of students’ lexical knowledge, contributing to improved reading proficiency

The table 10 shows a composite mean of 3.37, verbally interpreted as “Often,” indicating that comprehension-building exercises are regularly utilized in the reading remediation activities for Grade 7 tutees. Each indicator—including asking questions to check understanding (3.46), helping students summarize main ideas and important details (3.44), and encouraging predictions about what will happen next (3.25)—was interpreted as “Often,” demonstrating consistent teacher support in developing students’ comprehension skills. Activities that help connect the text to personal experience (3.32) and the use of discussions or group work (3.37) also fall under this interpretation, showing multiple instructional approaches being employed. These results suggest that learners are provided with frequent opportunities to engage with text more deeply, not just read it passively. Research shows that instructional practices like questioning, summarizing, and text-to-self connections are evidence-based strategies that significantly enhance reading comprehension, particularly when systematically integrated into classroom activities (National Reading Panel, 2020).

The table 11 shows a composite mean of 3.39, verbally interpreted as “Often Encountered,” indicating that Grade 7 tutees typically have access to the resources and materials needed to support their reading improvement. All individual indicators—such as access to reading materials (3.25), easy-to-understand teacher-provided resources (3.48), digital tools (3.44), classroom materials like flashcards and worksheets (3.27), and additional support resources like tutoring (3.51)—were interpreted as “Often Encountered,” with the highest mean in access to additional support resources being interpreted as “Always Encountered.” These results suggest that students are regularly exposed to a variety of learning materials that promote practice, reinforcement, and extension of reading skills.

The table 12 shows a composite mean of 3.58, verbally interpreted as “Always Encountered,” indicating that the Grade 7 tutees consistently experience high levels of motivation and engagement in their reading remediation activities. All five indicators, including feeling motivated to participate in reading activities (3.51), enjoying reading lessons (3.55), and being interested in learning new words (3.60), were interpreted as “Always Encountered.” Students also feel that reading tasks are appropriately challenging but not too difficult (3.58) and believe that class activities help them better understand and enjoy reading (3.67). These results suggested that the remediation program not only supports skill development but also fosters a positive reading attitude and sustained engagement. Students who are motivated have a far higher chance of realizing their full potential and succeeding

The table 13 shows a composite mean of 3.62, verbally interpreted as “Always Encountered,” indicating that teacher capacity and instructional support are consistently strong components of the reading remediation activities for Grade 7 tutees. High means in providing clear instructions and explanations during reading lessons (3.69), offering individual support when needed (3.67), and adapting lessons to meet diverse learning needs (3.67) all reflect that teachers are actively facilitating student learning. Additionally, the use of different teaching strategies to help all students learn effectively (3.60) was also interpreted as “Always Encountered,” showing varied and responsive instructional approaches. Although encouraging students to ask questions and clarifying misunderstandings received a slightly lower mean (3.46), it still reflects frequent teacher support and a classroom environment that values learner participation. These consistent results suggest that the remediation program’s strong instructional support contributes to students’ reading development and confidence.

The table 14 on parental involvement shows a composite mean of 3.53, verbally interpreted as “Always Encountered,” indicating that Grade 7 tutees frequently receive strong involvement from their parents in support of their reading development. Individual indicators such as parents helping with reading or homework when needed (3.60), discussing school learning and reading activities (3.62), and providing a quiet supportive environment at home (3.53) were all interpreted as “Always Encountered,” showing consistent home engagement. Parents also often encourage their children to read books or practice reading and attend school meetings related to learning progress (means of 3.48 and 3.39, respectively), which reinforces home-school partnerships. These results suggest that students benefit from ongoing parental encouragement and support, which likely enhances their reading confidence and persistence. Which is strengthen by the study by L. Laqui (2023) that it is admirable that parents have a strong desire to close their kids' reading gaps. Parents are fairly involved in teaching their children to read, which indicates that they are doing a good job of improving the reading success of their children.

CONCLUSION

Most Grade 7 tutees demonstrated low reading performance, particularly at the frustration level, which signals significant gaps in foundational reading skills. This situation underscores the urgent need for structured and well-planned remediation programs to address weaknesses in decoding, fluency, vocabulary, and comprehension. The limited number of students at the instructional level further confirmed the necessity of consistent teacher guidance and scaffolded support. Since no learners reached the independent level, it can be concluded that independent reading skills have not yet been sufficiently developed. Therefore, targeted interventions and continuous progress monitoring are essential to help students gradually achieve reading independence.

Reading remediation activities significantly improved students' overall level of proficiency across multiple domains. Enhancements in vocabulary development provided a strong foundation for advancing higher-order comprehension skills. The learners' progress in literal, inferential, and critical comprehension indicates that the interventions were effective in strengthening both basic and complex reading abilities. Students were also able to apply their understanding in meaningful contexts, reflecting deeper engagement with texts. Overall, the remediation program successfully elevated students' comprehensive reading proficiency.

The remediation strategies implemented were effective and aligned with research-based reading practices. The strong emphasis on phonics-based instruction and guided oral reading contributed significantly to improving decoding and fluency skills. Vocabulary enhancement and comprehension-building activities further supported learners in developing independent and strategic reading habits. The consistently high ratings suggest that these strategies were systematically and effectively applied. Hence, the remediation program can be considered a well-structured intervention that positively influenced students' reading development.

The learners may encounter challenges in reading, these are being addressed through comprehensive support systems. The availability of diverse learning materials, consistent instructional guidance, and strong parental involvement appear to reduce potential barriers to reading improvement. Increased student motivation and engagement also indicate that the program helps learners overcome reading-related difficulties. The structured and supportive environment contributes to building confidence and persistence in reading tasks. Therefore, despite existing challenges, the combined efforts of school and home support effectively mitigate difficulties and promote continuous reading growth.

RECOMMENDATIONS

Implement leveled small-group instruction specifically targeting students at the frustration level. These sessions may focus on explicit phonics review, fluency drills (e.g., repeated reading), and guided comprehension practice with immediate feedback. Grouping students according to specific skill gaps (decoding, vocabulary, inference, or critical thinking) will allow for more focused and individualized intervention.

Introduce a daily structured fluency routine that includes timed repeated reading, reader's theater, and peer-assisted reading strategies. These activities can improve automaticity, pronunciation, and reading confidence while strengthening comprehension through expressive reading. Progress should be tracked weekly using fluency charts to motivate learners and monitor growth toward independent reading.

Establish regular formative assessments to monitor decoding accuracy, fluency rate, vocabulary growth, and comprehension skills. Based on assessment results, create personalized reading improvement plans for each learner with clear short-term and long-term goals. Continuous monitoring will help ensure that students gradually progress from frustration to instructional and ultimately to independent reading levels.

Further research on the reading proficiency of senior high school students is also encouraged

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