Extent of Utilization of Remedial Teaching Strategies and Literacy Performance of Grade 1 Pupils: Basis For Learning Action Cell (Lac) Sessions

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Abstract — This study assessed the extent of utilization of remedial teaching strategies and the literacy performance of Grade 1 learners in Mahaplag Districts 1 and 2, Schools Division of Leyte, during School Year 2025–2026 as basis for the development of targeted Learning Action Cell (LAC) sessions. Utilizing a descriptive–correlational–comparative research design, the study involved all 34 Grade 1 teachers and 100 randomly selected learners from a population of 200. Data were gathered through validated teacher and learner questionnaires and the Comprehensive Rapid Literacy Assessment (CRLA) administered as pretest and posttest. Descriptive statistics described teacher and learner profiles, while Pearson r correlation and paired sample t-tests determined relationships and differences at the 0.05 level of significance. Results showed that

teachers' age (r = .402, p = .018), highest educational attainment (r = .356, p = .039), years in service (r = .397, p = .020), and relevant trainings (r = .401, p = .019) were significantly correlated with the extent of their use of remedial strategies, while sex and civil status were not. Learner characteristics such as age (r = .207, p = .038), general academic achievement (r = .206, p = .038), and home tutorship (r = .197, p = .049) significantly influenced literacy performance, while gender did not. The use of remedial strategies was positively related to CRLA pretest (r = .244, p = .015) and posttest (r = .207, p = .039) scores. Paired t-test results further indicated significant literacy gains from pretest (M = 4.07, SD = 0.971) to posttest (M = 3.22, SD = 1.046), t(196) = 5.956, p < .0001. These findings underscore the importance of teachers' qualifications and professional development in strengthening remedial instruction and improving early literacy outcomes. The study recommends designing focused LAC sessions to enhance instructional practices and sustain literacy growth among beginning readers.

Keywords: Remedial teaching strategies, literacy performance, Grade 1 learners, CRLA, Learning Action Cell (LAC).

I.   INTRODUCTION

The extent of utilization of remedial learning strategies in relation to learners' literacy performance among Grade 1 pupils in Mahaplag Districts 1 and 2, Mahaplag, Leyte during School Year 2025–2026, which served as the basis for enhanced learning intervention approaches. It also presented an extensive overview of literature and concepts relevant to understanding the factors that influenced learners' literacy performance, leading to the identification of improved and responsive learning intervention approaches. Learning to read was not merely considered an academic milestone; it was recognized as the foundational skill that unlocked all future learning. When children experienced reading difficulties in the early grades, their performance across all other learning areas became compromised, ultimately influencing overall academic achievement and future opportunities in life. Global education reports revealed that millions of learners

completed primary schooling without acquiring essential literacy skills, contributing to what experts described as a "silent learning crisis" (UNESCO, 2023; World Bank, 2021). Without timely and targeted intervention, early reading gaps tended to widen as learners progressed through school, making remediation increasingly challenging and less effective in the later grades.

At the global level, international assessments revealed alarming trends in foundational literacy. The World Bank (2021) stated that approximately 70% of 10-year-olds in low- and middle-income countries cannot read and understand a simple text, a drastic increase attributed to ineffective instructional support and insufficient remediation systems.

The Philippines continued to face challenges in early literacy. The 2018 Programme for International Student Assessment (PISA) reported that the country ranked lowest in reading among 79 participating nations (World Bank, 2022). Similarly, Early Grade Reading Assessment (EGRA) findings showed many Filipino early graders struggle with letter-sound correspondence, oral fluency, and comprehension (Department of Education [DepEd], 2019). To address these issues, DepEd launched several programs, including Every Child a Reader Program (ECARP) and remediation policies such as DepEd Order No. 8, s. 2015, which institutionalized remedial and advancement classes. Recent directives—DepEd Memorandum No. 32, s. 2024 and DepEd Memorandum No. 66, s. 2025—intensify the implementation of structured remedial teaching, learner progress monitoring, and teacher capacity-building. However, evaluation reports revealed that the effectiveness of remediation varies depending on teachers' utilization of remedial strategies and the availability of learning support materials (SEAMEO INNOTECH, 2021; World Bank, 2022).

At the local level, Region VIII (Eastern Visayas) and the Schools Division of Leyte have initiated regional literacy programs and teacher capacity-building activities that emphasize foundational skills and remediation (DepEd Regional Office VIII, 2024). Yet, there remained limited empirical evidence on the extent of utilization of remedial teaching strategies in Mahaplag Districts 1 and 2, particularly among Grade 1 learners—the developmental stage where literacy skills were most malleable. This absence of localized empirical evidence posed a challenge for tailoring interventions to the contextual realities of the area.

The findings of this study benefited key educational stakeholders. School administrators may use the results as basis for planning professional development interventions, including targeted Learning Action Cell (LAC) sessions focused on remedial strategies. Teachers gained insights into effective remedial practices that improve literacy outcomes. Pupils benefited from more responsive and systematic remediation tailored to their needs, while parents and the community may be empowered to support literacy initiatives at home and school.

Literature Review

The review highlighted the critical role of remedial teaching strategies in enhancing literacy outcomes, particularly for learners who experienced difficulties in the early grades. It explored the theoretical underpinnings of remedial instruction, including differentiated learning, individualized support, corrective feedback, and peer-assisted learning, as well as evidence from local and international studies demonstrating their effectiveness in improving reading comprehension and overall literacy performance.

Furthermore, this review examined the role of professional learning communities, such as Learning Action Cell (LAC) sessions, in supporting teachers' instructional practices. It underscored how collaborative planning, mentoring, and ongoing professional development contributed to the successful implementation of remedial strategies, especially in contexts where teachers faced challenges such as limited resources, large class sizes, and diverse learner needs. By synthesizing relevant literature, this section provided a foundation for understanding how well-structured LAC sessions could enhance teacher competencies, promote the consistent use of remedial strategies, and ultimately improve the literacy performance of Grade 1 pupils. The insights gained from the review established the theoretical and empirical basis for the present study and informed the design of targeted interventions to support early literacy development. This study focused on the extent of utilization of remedial learning strategies and examining their relationship to literacy performance among Grade 1 learners in Mahaplag 1 and 2 Districts, Mahaplag, Leyte, during School Year 2025–2026.

The development of literacy skills in the early grades was widely recognized as foundational to learners' long-term academic success. Previous studies indicated that students who experienced difficulties in acquiring literacy skills in Grade 1 often continued to struggle in subsequent years, adversely affecting their overall educational outcomes. As a result, remedial teaching strategies became a critical focus in elementary education, providing targeted support to learners who lagged behind expected literacy benchmarks. Remedial teaching encompassed differentiated instructional approaches, corrective feedback, peer-assisted learning, and individualized support, all aimed at improving reading comprehension, word recognition, and overall literacy proficiency.

Remedial learning strategies refer to targeted instructional interventions designed to address gaps in foundational skills, particularly in literacy (Slavin et al., 2020). These strategies often include phonics-based instruction, guided oral reading, vocabulary building, and differentiated small-group activities that aim to improve reading fluency and comprehension (Ehri, 2020). International research underscores that early identification of reading difficulties and timely remediation can significantly reduce the risk of long-term academic underperformance (Castles et al., 2018; Piper et al., 2018). Effective remedial programs combine direct, explicit instruction with formative assessment, enabling teachers to tailor activities to the learner's specific deficits (UNESCO, 2023).

The Department of Education (DepEd) institutionalized remediation through DepEd Order No. 8, s. 2015 and reinforced it with DepEd Memorandum No. 32, s. 2024, which mandated structured remedial sessions for struggling readers. These initiatives highlight the importance of using systematic, evidence-based strategies to improve early literacy skills, especially in rural and underserved areas (SEAMEO INNOTECH, 2021).

Literacy performance among Grade 1 learners encompasses decoding skills, reading fluency, vocabulary knowledge, and reading comprehension (National Reading Panel, 2020). Foundational reading skills—such as phonemic awareness and letter-sound correspondence—are critical predictors of later academic achievement (Ehri, 2020). The World Bank (2021) reported that learners who fail to master these skills in the early grades are at a high risk of falling further behind, particularly in contexts where there is limited access to supplemental learning support.

Nationwide assessments such as the Early Grade Reading Assessment (EGRA) revealed persistent gaps in reading proficiency, especially in regions with socio-economic challenges (USAID, 2019). Factors influencing literacy performance include classroom resources, teacher training, parental involvement, and the availability of structured interventions (DepEd, 2025). These findings emphasize the need for strategic, context-specific literacy enhancement approaches in Mahaplag 1 and 2 Districts, Mahaplag, Leyte.

The successful implementation of remedial learning strategies depends on both systemic and classroom-level factors. At the systemic level, policy support, funding allocation, and teacher professional development play a pivotal role (World Bank, 2022). Classroom-level factors include teacher competency in differentiated instruction, availability of instructional materials, and learner motivation (Piper et al., 2018). Research also points to the role of school–community partnerships in sustaining literacy improvement initiatives (SEAMEO INNOTECH, 2021). In rural Philippine settings, where teacher–pupil ratios are often high and access to printed materials is limited, remediation programs must be adaptive, resource-efficient, and culturally responsive (DepEd Regional Office VIII, 2024).

For the Mahaplag districts, an enhanced learning intervention framework could involve integrating systematic phonics, guided oral reading, vocabulary enrichment, and localized contextual materials, supported by ongoing teacher capacity building and parental engagement.

II.   METHODOLOGY

Research Design

The study employed a Descriptive-Correlational-Comparative Research Design to systematically examine and describe the extent of utilization of remedial learning strategies and the literacy performance of Grade 1 learners. This design answered what the profile of both teacher and learner respondents was, who the respondents were, where the study was conducted, when the data were gathered, why the study is necessary to inform the development of Learning Action Cell

(LAC) sessions, and how the variables of interest relate to each other. The descriptive component provided a detailed characterization of the teacher and learner profiles and the extent of utilization of remedial teaching strategies. The correlational aspect examined the significant relationships between respondents' profiles, the extent of strategy utilization, and learners' literacy performance as measured by the Comprehensive Rapid Literacy Assessment (CRLA) pretest and posttest. Finally, the comparative component determined significant differences between pretest and posttest literacy scores to evaluate the effectiveness of remedial strategies, providing a basis for proposing targeted LAC sessions.

Sample of the Study

The respondents of this study consisted of **Grade 1 teachers and learners** from Mahaplag Districts 1 and 2, DepEd Schools Division of Leyte during the School Year 2025–2026. The study included **all 34 Grade 1 teachers** as the teacher respondents, while the learner respondents were **100 Grade 1 pupils** selected through **simple random sampling** from a total population of 200 learners. Simple random sampling was employed to ensure that every learner had an equal chance of being included in the study, thereby reducing selection bias and providing a representative sample of the learner population.

The rationale for including all teachers and a representative sample of learners is to obtain accurate and comprehensive insights into the extent of utilization of remedial teaching strategies and the corresponding literacy performance of Grade 1 pupils. The teachers provide informed perspectives on instructional strategies, while the learners' literacy performance, as measured by the **Comprehensive Rapid Literacy Assessment (CRLA) pretest and posttest,** offers empirical evidence of learning outcomes. The combination of teacher perceptions and learner assessment results allows for a thorough examination of relationships and differences among the variables of the study, aligning with the descriptive-correlational-comparative research design.

Table 1 presents the distribution of the respondent groups.

TABLE 1
DISTRIBUTION OF THE RESPONDENT GROUPS

Respondents	f	%
Teachers	34	25.37
Learners	100	74.63
Total	134	100.00

As reflected in Table 1, the respondents of the study were composed of 34 (25.37%) teachers;   100 (74.63%) learners from Mahaplag I and Mahaplag 2 Districts, Mahaplag, Leyte. A total number of 134 respondents were asked to answer the survey questionnaires.

Measures

The study utilized a structured survey questionnaire as the primary instrument to gather data on the **extent of utilization of remedial learning strategies** and the **literacy performance of Grade 1 learners** in Mahaplag Districts 1 and 2, DepEd Schools Division of Leyte during the School Year 2025–2026. The questionnaire was designed to align with the study's variables and theoretical framework, ensuring that all indicators of remedial instruction and learner performance were appropriately measured.

The first part of the instrument focused on the **demographic profile** of both teacher and learner respondents. Teachers were asked to provide information on their age, sex, civil status, highest educational attainment, years in teaching, and relevant trainings or seminars attended. Learners' profiles included age, sex, general academic achievement, number of siblings, residential location, and tutorship. This information enabled the study to examine potential relationships between respondent characteristics and the utilization of remedial strategies, as well as literacy outcomes.

The second part assessed the **extent in the utilization of remedial learning strategies** as applied by teachers in the classroom. This section measured the implementation of five key strategies: individualizing instruction, breaking down complex tasks, providing clear and concise instructions, using multi-sensory teaching, and incorporating regular feedback and assessment. Respondents indicated the degree to which they utilized each strategy using a four-point Likert scale ranging from 4 (Very Helpful) to 1 (Not so Helpful). This section directly addressed the independent variable of the study by quantifying the teachers' instructional practices in supporting learners who require remedial interventions.

The third part focused on the **literacy performance of learners,** which served as the dependent variable. Teachers evaluated learners' proficiency in reading, writing, speaking, and listening using the **Comprehensive Rapid Literacy Assessment (CRLA) pretest and posttest results.** Performance was rated on a four-point scale: 4 (Attained Mastery), 3 (Near Mastery), 2 (Lack Mastery), and 1 (Need Mastery). This section provided objective measures of learners' literacy levels, allowing for comparison before and after the implementation of remedial learning strategies and facilitating the assessment of instructional effectiveness.

The fourth part examined **issues and concerns related to remedial instruction,** including learner motivation, social-emotional challenges, adequacy of teaching aids, and systemic support. Teachers ranked these issues according to their seriousness from 1 (highest priority) to 10 (lowest priority). This section offered contextual insight into factors that may influence the effectiveness of remedial interventions and informed the development of targeted Learning Action Cell (LAC) sessions. The selection of these instruments was guided by relevant theoretical frameworks, including Tomlinson's differentiation theory, Vygotsky's scaffolding principles, and research on literacy development (Pressley et al., Snow et al.). The combined use of teacher-reported practices, learner assessments, and contextual rankings provided a comprehensive approach to evaluating both the implementation of remedial strategies and their impact on Grade 1 learners' literacy performance, ensuring that the study's findings would be valid, reliable, and practically applicable.

Procedures

The study commenced with the securing of approval from **the DepEd Schools Division of Leyte** and the respective school heads of Mahaplag Districts 1 and 2 to conduct research involving Grade 1 teachers and learners. Upon receiving permission, the researchers coordinated with the school principals and Grade 1 coordinators to schedule the conduct of the study and inform the participants about its purpose and significance. Written consent from the teachers and verbal assent from learners, along with parental consent, were obtained to ensure ethical compliance and voluntary participation.

The instruments used in the study, namely the survey questionnaire and the Comprehensive Rapid Literacy Assessment (CRLA), were reviewed and **modified** to align closely with the research problem and objectives. The survey questionnaire was adjusted to include specific indicators of remedial learning strategies such as individualizing instruction, breaking down complex tasks, providing clear instructions, using multi-sensory teaching, and incorporating regular feedback and assessment. The CRLA pretest and posttest were contextualized to reflect the literacy competencies expected of Grade 1 learners in the DepEd curriculum, ensuring that the assessment accurately measured reading, writing, speaking, and listening skills. These modifications were undertaken to improve content validity, increase relevance to the study context, and ensure that the instruments capture both teacher practices and learner performance effectively. The modified instruments were then submitted to experts for validation (Creswell & Creswell, 2018).

Following validation, the researchers conducted a **pilot testing** of the instruments in a nearby school with a similar demographic profile to ensure clarity, appropriateness, and ease of administration. Feedback from the pilot study guided minor adjustments in the wording of some items, the formatting of scales, and the sequence of questions, thereby improving respondent comprehension and the reliability of the data.

The main data collection was carried out by personally administering the questionnaires to teacher respondents and monitoring the completion of learner responses under the guidance of

their teachers. The CRLA pretest was first administered to the selected learners to assess baseline literacy performance. Afterward, teachers applied the remedial learning strategies in their regular instruction over a prescribed period, following the indicators outlined in the survey instrument. Upon completion of the intervention period, the CRLA posttest was administered to measure learners' progress and determine the effectiveness of the strategies implemented. Throughout this period, researchers observed classrooms and noted any contextual factors or challenges that might influence the outcomes.

During the conduct of the study, several challenges were encountered. Some learners exhibited fatigue or lack of focus during testing sessions, requiring the researchers to administer the assessments in shorter segments and provide brief breaks. Scheduling conflicts with teachers' workloads and school activities occasionally limited the time available for survey completion and classroom observation. In addition, minor adjustments in instruction were required to accommodate diverse learner abilities and resource constraints, which were documented as part of the study observations.

Upon completion of data collection, the questionnaires and CRLA results were coded and tabulated for analysis. The responses on teacher practices and learner performance were subjected to statistical treatment to determine the extent of utilization of remedial strategies, literacy outcomes, correlations between variables, and differences between pretest and posttest scores. Finally, the findings were synthesized to propose targeted Learning Action Cell (LAC) sessions that address the gaps identified in both teacher practices and learner literacy performance.

Data Processing

The data collected from the survey questionnaires and the Comprehensive Rapid Literacy Assessment (CRLA) pretests and posttests were systematically processed to address the research questions and hypotheses of the study. First, the questionnaires and assessment sheets were reviewed for completeness and consistency. Responses from the survey questionnaires were coded

according to the Likert scales provided, while learners' CRLA scores were tabulated and converted into numerical values corresponding to the mastery levels.

Descriptive and inferential statistical methods were employed to analyze the data. For the demographic profiles of teacher and learner respondents, frequency counts, percentages, means, and standard deviations were used to summarize and describe the characteristics of the participants. To determine the extent of utilization of remedial learning strategies and the level of learners' literacy performance, weighted means were computed, enabling the study to present a clear picture of teacher practices and learner outcomes.

Inferential statistics were utilized to examine relationships and differences between variables. The Pearson Product-Moment Correlation Coefficient was used to determine the significant relationships between the respondents' profiles, the extent of utilization of remedial strategies, and learners' literacy performance. For comparison of pretest and posttest literacy scores, a paired sample t-test was applied to assess the effectiveness of remedial learning strategies. Prior to conducting the t-test, a normality test was performed using the Shapiro-Wilk test to ensure that the assumption of normality was met for the CRLA pretest and posttest scores. The normality testing revealed that the data were normally distributed, supporting the use of parametric tests in the study.

Ethical Considerations

The study strictly adhered to ethical standards to ensure the protection, rights, and well-being of all participants. Prior to data collection, the researchers secured formal approval from the **DepEd Schools Division of Leyte** and the respective school heads of Mahaplag Districts 1 and 2. Teachers and learners were informed of the purpose, objectives, and significance of the study, including how their participation would contribute to improving remedial learning strategies and literacy outcomes.

Participation in the study was entirely **voluntary,** and respondents were assured that they could withdraw at any point without any negative consequences. Written consent from teachers **and parental consent along with learners' assent** were obtained to guarantee compliance with ethical requirements for research involving minors. The researchers maintained the **confidentiality and anonymity** of all participants by assigning codes instead of using names in data analysis and reporting, ensuring that individual responses could not be traced back to specific respondents.

During data collection, the researchers ensured that learners were not exposed to undue stress or fatigue. The assessments and surveys were administered in a manner that respected participants' comfort, attention span, and personal circumstances. Any challenges or difficulties encountered during testing were addressed immediately, and assistance was provided when necessary to avoid any form of bias or coercion.

Furthermore, all instruments were carefully designed and validated to be culturally appropriate, age-appropriate, and aligned with educational standards, minimizing potential risks associated with the research process. In reporting and interpreting the data, the researchers presented the findings **accurately, objectively, and honestly,** avoiding any manipulation or misrepresentation of results. By adhering to these ethical measures, the study upheld the principles of **respect, beneficence, and justice,** ensuring that the research was conducted responsibly and ethically in accordance with established academic and professional standards.

III.   RESULTS AND DISCUSSION

This offered a comprehensive understanding of the extent of utilization of remedial teaching strategies and literacy performance of grade 1 pupils: basis for learning action cell (LAC) sessions at Mahaplag 1 and 2 District, Mahaplag, Leyte. This showed the result in comparison with the existing literature The information gleaned from the study participants' questionnaires. Together with related statistical analysis and interpretation, the data are given in tabular and graphical formats. The conversation focuses on the extent in the utilization of remedial teaching

strategies and literacy performance of the Grade 1 pupils in Mahaplag Districts 1 and 2, DepEd Schools Division of Leyte during School Year 2025-2026.

Profile of respondents. This subsection provided the demographic profile of the respondents, which was used in obtaining data on extent in the utilization of remedial teaching strategies and literacy performance of the Grade 1 pupils in Mahaplag Districts 1 and 2, DepEd Schools Division of Leyte during School Year 2025-2026, as basis for Learning Action Cell (LAC) sessions.

Age. Based on data gathered the age distribution of 34 respondents revealed a significant portion of the participants belonged to the older age brackets. Specifically, nearly half of the respondents (44.12%) are within the 41 to 50 years old category. Supporting literature highlights the significance of age demographics in shaping workforce and societal dynamics. Teachers in their 40s typically combine substantial classroom experience, pedagogical skill and classroom management expertise—traits associated with higher teacher effectiveness and improved student outcomes compared with earlier career cohorts. (J, Booth 2021), while middle-aged individuals contribute stability and economic productivity (Jones, 2018).

Sex. Based on the data gathered,out of 34 participants, a significant majority—24 or 70.59 percent (N=18) were females, while only 29.41 percent (N=14) were males. This finding aligns with global trends in the education sector, where women continue to dominate the teaching workforce, particularly at the early levels of education. UNESCO (2023) reports that women account for the vast majority of teachers worldwide—94% in pre-primary and over half at most other educational levels, although their representation declines at higher education tiers. This gender imbalance is often linked to traditional gender roles, societal expectations, and limited pathways for women's advancement in higher education

Civil Status. 34 teacher respondents, showing that 16 or 47.06% were married. This distribution suggested that a significant portion of the respondents are in stable relationships, 15 or 44.12% are single, 3 or 8.82% are widowed. This means that the rest represent a mix of different personal circumstances. These variations in civil status offer a glimpse into the diverse social and

emotional landscapes of the respondents, which may influence how they manage professional responsibilities and personal commitments.

Highest Educational Attainment. 34 individuals, showed   the largest proportion with 15(44.12%) has completed a Master's degree which indicated the greatest educational level that an individual has attained with success. A level of education is considered to have been completed successfully when the learning objectives have been met, usually by evaluation of the information, skills, and competences that have been acquired (Statistics Canada, 2024). This is followed by 8 (26.4%) who were Doctoral level. A smaller portion, 5 (14.71%) at the Masteral level, and 3 (8.82%) who were college graduates, with only 2 (5.88%) holding a Doctoral degree. This distribution suggested that most individuals have pursued higher education, with a significant concentration at the master's level, while fewer have attained doctoral-level education.

Years of Teaching Experience. Based on the data gathered 47.06% (N=16) had between 1 to 10 years of teaching experience, indicating a significant portion of newer teachers. The influx of new teachers may be driven by recent recruitment initiatives to meet the growing demands in public schools or to replace retiring educators. The Philippine Institute for Development Studies (PIDS, 2020) notes that teaching remains a highly sought-after profession in the country due to the stability and benefits associated with government positions. Moreover, 17.65 percent (N=6) had 21 to 30 years of service, while 14.71 percent (N=5) had between 11 to 20 years of service. A smaller group of teachers comprising 11.76 percent (N=4) had 31 and above years of experience, and 8.82 percent (N=3) had less than one year of experience. This reveals the distribution of teaching experience among the 34 participants showed a diverse range of service years. This variation in teaching experience is significant in understanding workforce trends in the Philippine education sector. The mean years of service were calculated to be 13.59, reflecting a generally experienced group, though newer teachers were still well-represented.

Relevant Training/ Seminars Attended. Based on the results gathered the distribution of the number of relevant trainings and seminars attended by teacher respondents (N=34) showed that majority or 44.12 percent (N=15) had attended between 21 to 30 trainings, In the Philippine education landscape, such ongoing professional development is not only encouraged but

mandated. The Department of Education, through the Philippine Professional Standards for Teachers (DepEd Order No. 42, s. 2017), emphasizes regular upskilling as key to sustaining teaching excellence. A smaller group about 29.41 percent (N=10) had attended between 31 and above number of trainings, while 14.71 percent (N=5) had attended 11 to 20 trainings. Only 11.76% (N=4) had attended 1 to 10 trainings. This pattern indicated that most participants had attended more trainings, with a progressively smaller number having attended fewer numbers of sessions. This refers to a training course or program, training for employment.

The age distribution of student respondents (N=100), the largest group consisted of individuals aged 7 to 8 years old, with (N=60) participants, making up 60.00 percent. From a developmental standpoint, learners in the 5 to 6 years of age range increasingly engage in symbolic representation: they recognize that letters, numbers, words and symbols stand for objects, ideas or actions (Di Lieto, MC, 2020). as it guides the creation of age-appropriate instruction that fosters higher-order thinking.

The gender distribution of the 100 learner respondents (N=100), where the majority or 65.00 percent (N=65) learners—were females while 35.00 percent (N=35) were males. This indicated a noticeable gender imbalance favoring female students within the sample. Such a pattern mirrors national educational trends in the Philippines, where female enrollment often surpasses that of males in both elementary and secondary education. Various socio-economic and cultural factors contribute to this, including expectations for boys to enter the labor force earlier or disengage from formal schooling due to household responsibilities or lack of motivation. Studies have shown that females often demonstrate stronger skills in reading comprehension, writing, and overall classroom engagement, while males tend to perform comparatively better in spatial and problem-solving tasks (Stoet & Geary, 2020; OECD, 2021). In a Philippine context, **Rosete and Guzman (2022)** found that female students performed significantly better in formative and summative assessments in elementary classrooms, attributing this difference to greater motivation, diligence, and adherence to study routines. Similarly, **Dela Cruz and Ramos (2023)** noted that girls display higher levels of academic self-regulation and learning responsibility, which positively correlate with performance outcomes

The academic performance of the student respondents (N=100) according to the Department of Education grading descriptors, majority of learner respondents or 50.00 percent (N=50) received a Very Satisfactory rating, corresponding to grades between 85 and 89. This indicates that most students are performing at a very satisfactory level, but there is a noticeable gap, with some excelling and others struggling to meet academic standards. This is followed by 20 percent (N=20) learners who received a Satisfactory rating (80–84).

Finally, schools should **implement assessment tools** to monitor learners' vocabulary growth and identify those needing targeted intervention. Regular vocabulary screening ensures that students with gaps receive early support, consistent with **Nation's (2022)** findings that early identification prevents long-term reading difficulties. Formative assessments, administered consistently, allow teachers to adjust instruction based on real-time data, ensuring that vocabulary development is systematically tracked and supported.

Summary of Findings

This contained a concise summary of the results taken from the survey questionnaires in connection to extent of utilization of remedial learning strategies. This summarized a brief upshots and insights obtained and used it with notable trends and patterns perceived.

1. Demographic Profile of the Respondent Groups. Findings revealed that the 34 teacher respondents were predominantly middle-aged, with a mean age of 40 years, and largely female (70.59%), reflecting broader national trends in the education workforce. Civil status was nearly evenly split between married (47.06%) and single (44.12%) teachers, suggesting diverse social and emotional contexts that may influence professional engagement. Most teachers had attained advanced education, with 44.12% holding master's degrees and a notable proportion engaged in doctoral studies, indicating a strong commitment to professional growth. Teaching experience varied widely, with 47.06% reporting 1–10 years of service and a mean experience of 13.59 years, highlighting a balanced mix of novice and seasoned educators. Participation in professional development was high, as the majority attended 21–30 relevant trainings or seminars,

demonstrating alignment with DepEd and PRC standards and reinforcing instructional competence. Among 100 learner respondents, the majority were aged 7–8 years (60%), with females comprising 65% of the sample. Academic performance showed that half of the learners achieved a Very Satisfactory rating, while smaller proportions were Outstanding, Satisfactory, Fairly Satisfactory, or Did Not Meet Expectations, reflecting overall competency mastery with some variation. Home-based academic support was primarily provided by mothers (60%), followed by siblings (20%), with minimal involvement from fathers, relatives, or other individuals, underscoring the critical role of immediate family in facilitating learning.

2. Extent of Utilization of Remedial Learning Strategies. Results revealed that teachers consistently implement foundational literacy strategies with high frequency and uniformity, as reflected in an overall weighted mean of 4.66 (Always) and a low standard deviation of 0.26. Fluency Building received the highest rating (WM = 5.00), followed by Alphabet Knowledge and Phonics (WM = 4.74) and Phonological and Phonemic Awareness (WM = 4.66), indicating strong and consistent instructional practices in these critical areas. Vocabulary Development, in contrast, was rated lower (WM = 3.98, Often) and exhibited greater variability (SD = 0.56), highlighting inconsistencies in implementation and a need for focused improvement. These findings suggest that while teachers effectively deliver core literacy skills that support decoding, fluency, and phonemic awareness—key predictors of reading success—vocabulary instruction remains underemphasized, despite its central role in comprehension and overall literacy achievement. To address this gap, the study recommends strengthening vocabulary instruction through explicit strategies such as semantic mapping, morphological analysis, and context-based learning, integrating vocabulary across subject areas, and providing rich oral language experiences. Professional development, mentoring, and collaborative Learning Action Cell sessions are essential for enhancing teacher capacity and ensuring consistency, while formative assessments and monitoring tools can track vocabulary growth, identify learners needing targeted support, and reinforce evidence-based practices to promote literacy development and academic success.

3. Literacy Performance (Pre and Post -Test Result). The study assessed learners' literacy performance through pre- and post-test evaluations, focusing on fluency, comprehension, and higher-order reading skills. Pre-test results revealed that learners were generally in the

developmental stage of literacy, with all indicators classified as Low Emerging (LE). Specifically, "read words and sentences fluently" and "understand the meaning of what I read" obtained weighted means of 4.44, while skills such as identifying the main idea, answering questions, and making inferences scored 4.39, indicating limited automaticity, comprehension, and critical thinking in reading. These findings highlight the need for systematic interventions emphasizing phonics, repeated reading, vocabulary development, and guided comprehension strategies, consistent with research indicating that structured support fosters fluency and meaning-making in early readers (Rasinski et al., 2021; Ehri, 2020; Nation, 2020; Kim & Quinn, 2022). Post-test results indicated improvement, with the overall weighted mean rising to 4.08 and categorized as High Emerging (HE). While fluency remained Low Emerging (WM = 4.39), comprehension-related skills—including understanding meaning, identifying main ideas, answering questions, and making inferences—advanced to High Emerging (WM = 3.84–3.94), reflecting progress in higher-order reading abilities, though proficiency remained inconsistent. These outcomes suggest that scaffolded instruction, differentiated learning strategies, and targeted interventions effectively support the development of reading comprehension, inferential thinking, and vocabulary, while continued emphasis on fluency is necessary to achieve automaticity. The results underscore the importance of sustained, research-based literacy instruction and scaffolded reading practices to strengthen foundational and higher-order skills, ensuring learners' progression toward reading mastery and academic success within the Philippine elementary education context (Cabardo & Madrid, 2021; Delos Santos & Reyes, 2023; Kim & Park, 2021).

4. Test of significance relationship of profile of teachers and the extent of utilization of remedial teaching strategies. A Pearson correlation analysis was conducted to examine the relationship between teachers' profile variables and the extent of utilization of remedial teaching strategies at a 0.05 level of significance. The results revealed that several factors were significantly associated with the consistent implementation of remedial strategies. Age demonstrated a significant positive correlation ($r(32) = 0.402$, $p = 0.018$), indicating that older teachers tend to employ remedial strategies more consistently in their classrooms. This finding aligns with Booth (2021) and Jones (2018), who emphasized that teachers in later career stages combine substantial classroom experience, pedagogical expertise, and management skills that enhance instructional

effectiveness. Highest educational attainment also exhibited a significant positive correlation with the extent of utilization ($r(32) = 0.356$, $p = 0.039$), suggesting that teachers with advanced degrees are more likely to implement remedial strategies effectively, consistent with Liu (2017) and Queens University of Charlotte (2023), who note that higher education and professional development improve instructional competence and student outcomes.

5. Test of significance relationship of profile of learners and the CRLA pre-post test results during the S.Y. 2024-2025. A Pearson correlation analysis was conducted to examine the relationship between learners' profile variables and their performance on the CRLA pre- and post-test during the school year 2024–2025 at a 0.05 level of significance. Results indicated statistically significant positive correlations for several variables. Specifically, age demonstrated a significant positive correlation with literacy performance ($r(98) = 0.207$, $p = 0.038$), suggesting that older learners tend to perform better on the CRLA assessments, which may reflect greater cognitive maturity and readiness for literacy tasks (Di Lieto, 2020; Mifsud et al., 2021). General academic achievement was also positively correlated with performance ($r(98) = 0.206$, $p = 0.038$), indicating that learners with higher overall academic standing are more likely to benefit from structured reading interventions, consistent with Cabello and Garcia (2021), who emphasize the interplay between general achievement and literacy outcomes.

6. Test of significance relationship of extent in the utilization of remedial teaching strategies and the CRLA pre-post test result during the S.Y. 2024-2025. A Pearson correlation analysis was conducted to examine the relationship between the extent of utilization of remedial teaching strategies and learners' CRLA pre- and post-test results during the school year 2024–2025 at a 0.05 level of significance. The results revealed statistically significant positive correlations for both pre- and post-test performance. Specifically, CRLA pre-test results were positively correlated with the extent of utilization of remedial strategies ($r(98) = 0.244$, $p = 0.015$), indicating that learners who initially demonstrated higher literacy skills were more likely to benefit from structured remedial interventions. Similarly, CRLA post-test results also showed a significant positive correlation ($r(98) = 0.207$, $p = 0.039$), suggesting that consistent and systematic application of remedial teaching strategies contributed to improvements in literacy performance over time. These findings are consistent with the literature emphasizing the effectiveness of

evidence-based remedial instruction in enhancing early literacy skills. Beck and McKeown (2021) highlight that explicit, targeted interventions, including vocabulary, phonemic awareness, and fluency activities, support measurable gains in reading comprehension. Additionally, Rasinski et al. (2021) underscore the role of repeated guided practice and scaffolded support in improving reading fluency and overall comprehension. Overall, the analysis indicates that the implementation of remedial teaching strategies positively influences learners' literacy outcomes, reinforcing the importance of structured, consistent, and research-based instructional approaches in promoting reading development, particularly among learners demonstrating emerging literacy skills.

IV.   CONCLUSIONS

This research study highlights the relationships among teacher profiles, remedial teaching practices, and learners' literacy outcomes during the 2024–2025 school year. Teacher respondents were predominantly middle-aged, female, and highly educated, with substantial teaching experience and active participation in professional development. Age, educational attainment, years of experience, and number of trainings were positively associated with the consistent use of remedial strategies, particularly in fluency, phonics, alphabet knowledge, and phonemic awareness, while vocabulary development remained comparatively underemphasized. Learners, initially performing at a Low Emerging level in fluency and comprehension, showed measurable improvement to a High Emerging level following structured interventions. Age, general academic performance, and home-based academic support were positively correlated with literacy outcomes, whereas gender had minimal impact. Additionally, the extent of remedial strategy utilization was significantly associated with both pre- and post-test performance, affirming the effectiveness of systematic, evidence-based, scaffolded instruction. The findings underscore that experienced, well-trained teachers employing consistent remedial strategies, coupled with targeted vocabulary instruction and supportive home environments, can significantly enhance learners' reading skills and promote literacy mastery.

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