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The role of a reading extension program in fostering improved reading comprehension: An evaluation study

Armalen A. San Juan, LPT
Divine Word College of Calapan, Oriental Mindoro, Philippines
Corresponding Author e-mail: *sanjuanmalen@gmail.com*

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Abstract

Aim: This study examined the role of a Reading Extension Program in improving students' reading comprehension. Specifically, it investigated the relationship between program components—vocabulary building activities, fluency drills, interactive read-aloud sessions, and one-on-one tutoring—and students' reading comprehension indicators, including vocabulary development, reading fluency, and comprehension skills.

Methodology: The study employed a quantitative research design to evaluate the relationship between Reading Extension Program activities and students' reading comprehension outcomes. Data were collected using structured reading assessment indicators and program activity measures from participating elementary students. Statistical analyses, including weighted mean, ranking, and Spearman's correlation, were used to determine the level of reading comprehension and the relationship between intervention strategies and reading performance.

Results: Findings revealed that Vocabulary Building Activities and Fluency Drills showed the highest mean ratings among program components, with vocabulary building obtaining the highest mean score (3.40), followed by fluency drills (3.39). Students demonstrated strong ability in relating texts to personal experiences (mean = 3.42), although lower performance was observed in higher-order comprehension skills such as making predictions and answering inferential questions (mean = 3.00). Spearman's correlation analysis showed statistically significant relationships between program activities and reading comprehension indicators ($p < .001$), with one-on-one tutoring demonstrating the strongest association with comprehension improvement.

Conclusion: The Reading Extension Program shows strong associations with foundational literacy skills, particularly vocabulary development and reading fluency, through structured and interactive interventions. However, additional instructional strategies are needed to further develop students' higher-order comprehension skills, including inferential thinking and critical analysis. Strengthening individualized support and incorporating activities that promote analytical reading may enhance overall reading comprehension outcomes and support more effective literacy instruction.

Keywords: *reading extension program, reading comprehension, vocabulary development, reading fluency, one-on-one tutoring, reading intervention*

INTRODUCTION

Reading comprehension is a fundamental component of literacy and academic success, as it enables learners to construct meaning, analyze information, and engage critically with written texts. It extends beyond decoding words and fluent reading, involving cognitive processes such as activating prior knowledge, vocabulary acquisition, inference-making, and reasoning. Reading comprehension is a complex cognitive process in which readers actively interact with texts, integrating prior knowledge, vocabulary, and strategic reading skills to construct meaning and monitor understanding (Duke, Ward, & Pearson, 2021). Furthermore, comprehension is essential for academic achievement and lifelong learning, as it supports critical thinking and knowledge acquisition across disciplines (Duke & Cartwright, 2021). Globally, improving reading comprehension remains a priority among educational systems, as literacy skills are closely associated with

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academic performance, workforce readiness, and social participation (Organisation for Economic Co-operation and Development [OECD], 2023).

Despite global literacy initiatives, reading comprehension difficulties persist among many learners. International assessments continue to report gaps in students' ability to understand and interpret texts. The Southeast Asia Primary Learning Metrics (SEA-PLM) 2024 reported that a significant proportion of Filipino learners struggle with reading comprehension, particularly in interpreting and evaluating written texts (United Nations Children's Fund [UNICEF] & Southeast Asian Ministers of Education Organization [SEAMEO], 2024). These findings highlight that while learners may develop basic decoding skills, comprehension—especially higher-order thinking skills such as inference, prediction, and analysis—remains a major challenge. Such gaps emphasize the importance of structured literacy interventions and reading support programs.

In the Philippine context, reading comprehension remains a critical educational concern. The Functional Literacy, Education, and Mass Media Survey (FLEMMS) reported that while basic literacy among Filipinos is high, functional literacy—which includes comprehension and the ability to interpret written information—remains significantly lower (Philippine Statistics Authority [PSA], 2024). This indicates that many learners can read words but struggle to understand and apply information from texts. Moreover, international large-scale assessments such as the Programme for International Student Assessment (PISA) continue to highlight the need to strengthen literacy instruction, as Filipino learners consistently perform below global proficiency standards in reading comprehension (OECD, 2023). These results underscore the urgent need for effective reading interventions and literacy development programs in the Philippine education system.

In response, the Department of Education (DepEd) has implemented several literacy initiatives aimed at improving reading skills and fostering a culture of reading. Programs such as the Every Child A Reader Program (ECARP), HAMON: Bawat Bata Bumabasa (3Bs Initiative), and Brigada Pagbasa were developed to strengthen reading instruction and provide targeted interventions for struggling readers (Department of Education, 2019). Recent reports indicate that structured literacy interventions have contributed to significant improvements in students' reading performance, particularly when learners receive guided reading support, targeted vocabulary instruction, and individualized interventions (Department of Education, 2025). These initiatives emphasize the importance of systematic reading instruction and intervention programs in addressing literacy gaps.

At the institutional level, reading extension programs serve as supplementary interventions that provide structured reading support beyond the regular classroom setting. These programs offer opportunities for vocabulary development, fluency practice, guided reading, and individualized instruction, which are essential components of effective literacy development. Research indicates that structured reading interventions and literacy support programs can significantly enhance reading comprehension by promoting active student engagement, offering targeted instructional scaffolding, and addressing learners' individual reading needs (United Nations Children's Fund [UNICEF], 2022). Such programs play an important role in strengthening learners' comprehension skills and improving overall literacy outcomes.

Despite the implementation of national literacy initiatives and reading intervention programs, gaps remain in understanding the specific effectiveness of reading extension programs, particularly in relation to their individual components and their relationship with students' reading comprehension outcomes. While previous studies have examined general literacy interventions, limited research has focused on evaluating the specific contribution of reading extension programs and intervention components such as vocabulary development, fluency drills, and individualized tutoring in improving comprehension skills. Moreover, existing studies have not sufficiently examined the comparative contribution of these specific reading activities to determine which components are most effective in enhancing reading comprehension. Furthermore, there is a lack of localized evaluation studies examining the effectiveness of reading extension programs in supporting students' reading comprehension development.

To address this gap, this study titled *The Role of a Reading Extension Program in Fostering Improved Reading Comprehension: An Evaluation Study* was conducted to examine the effectiveness of a reading extension program in improving students' reading comprehension. Specifically, it investigates the relationship between program intervention components and reading comprehension indicators. The findings of this study may provide valuable insights for educators, school administrators, and policymakers in strengthening literacy interventions and designing evidence-based reading programs. Ultimately, this study contributes to ongoing efforts to improve literacy outcomes and support the development of proficient, independent, and critical readers.

Review of Related Literature and Studies

This review of related literature encompasses both conceptual and research literature on the Reading Extension Program (REP) and its relationship with students' literacy development. It examines the program's effectiveness in

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improving reading fluency, comprehension, vocabulary development, and overall reading performance. The review also highlights the significance of structured interventions, individualized instruction, and interactive learning strategies in fostering students' literacy skills, engagement, and critical thinking.

Level of Performance of the Reading Extension Program

The Reading Extension Program, also called a Reading Literacy Program, is a community-based initiative designed to support learners who struggle with reading, particularly in English and Filipino. Its primary goal is to enhance comprehension, analytical thinking, and critical evaluation through structured reading activities (The Ontario Curriculum, 2023). Early intervention is emphasized, as research shows that developing literacy skills in the early grades significantly improves students' reading outcomes and academic performance (Jones et al., 2023; Murray, 2023). Community-based literacy programs, such as REP, focus on early learners to bridge literacy gaps, providing tutors and volunteers with strategies to support foundational reading skills effectively.

The REP targets five critical components of reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency. Phonemic awareness and phonics develop decoding and sound recognition skills, vocabulary enhances word knowledge and comprehension, fluency supports smooth and expressive reading, and comprehension integrates these skills to understand and analyze texts (Literacy, 2024). Effective programs combine these components with engaging activities to maximize student outcomes.

Activities in the Reading Extension Program

The program implements one-on-one tutoring, interactive read-aloud (IRA), fluency drills, and vocabulary-building activities to strengthen students' literacy skills. One-on-one tutoring allows individualized instruction tailored to each student's needs, improving reading comprehension, phonemic awareness, and sight-word recognition, particularly among at-risk learners. Research confirms that individualized tutoring significantly enhances early literacy skills and narrows achievement gaps among diverse student populations.

Interactive read-aloud sessions involve guided reading with open-ended questioning, fostering vocabulary acquisition, comprehension, and critical thinking (Istihari, 2024; Kelly & Barber, 2021). Studies highlight that structured interactive read-aloud (IRA) activities, combined with culturally relevant texts, increase student engagement and deepen understanding of the material.

Fluency drills target reading speed, accuracy, and expression, which are essential for comprehension and overall academic performance (Lexia, 2024; Terry, 2024). Effective fluency activities include repeated reading, echo reading, timed reading, and choral reading, all designed to build confidence and decoding skills while enhancing text understanding (Voyager Sopris Learning, 2023; Skills, 2024).

Vocabulary-building exercises further strengthen comprehension by expanding students' word knowledge and applying new words in context. Strategies such as explicit instruction, read-aloud identification of key terms, graphic organizers, mental imagery, and vocabulary games enhance both vocabulary and reading comprehension (Gill, 2024; Leon, 2024). Research shows that a strong vocabulary base directly contributes to improved comprehension and critical literacy skills.

Reading Comprehension

Reading comprehension integrates all foundational skills and is influenced by decoding ability, vocabulary, fluency, and inferencing. Studies indicate that strategies like previewing texts, activating prior knowledge, asking questions, summarizing, and synthesizing information significantly improve comprehension (George, 2023; Bruggink et al., 2022; Duke et al., 2021). Additionally, guided practice in reading structure, expressive oral reading, and text discussion fosters critical thinking, engagement, and positive attitudes toward reading (Banditvilai, 2020; Sun et al., 2021; Melvin, 2022).

In synthesis, the reviewed literature consistently demonstrates that reading extension programs and their key components such as one-on-one tutoring, interactive read-aloud, fluency drills, and vocabulary-building activities that play a significant role in enhancing students' reading fluency, vocabulary, and comprehension. These studies highlight the effectiveness of structured, research-based, and learner-centered interventions in improving literacy outcomes. However, while existing literature affirms the overall effectiveness of these strategies, there remains a limited understanding of how each specific component of a Reading Extension Program comparatively contributes to students' reading comprehension development. Most studies focus on general program outcomes rather than examining the relative impact of individual intervention activities. Additionally, there is a lack of localized evaluation studies that assess the effectiveness of such programs within specific educational contexts. This gap underscores the need for a more focused evaluation of reading extension programs, particularly in determining which components are most strongly associated with reading

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comprehension, thereby informing more targeted and evidence-based literacy interventions. Overall, the Reading Extension Program demonstrates that structured, research-based interventions combining individualized support, interactive activities, and focused fluency and vocabulary exercises effectively enhance early literacy development. These findings support the implementation of REP as a critical strategy for improving student reading outcomes and promoting lifelong literacy skills.

Theoretical Framework

This study is anchored on Schema Theory, Sociocultural Theory, and Constructivist Theory, which explain how learners develop reading comprehension through prior knowledge, social interaction, and active engagement. These theories guided the selection of variables and the interpretation of how reading extension programs contribute to improving students' reading comprehension.

Schema Theory, proposed by Jean Piaget, emphasizes that comprehension occurs when learners connect new information with their existing knowledge or schemas. This theory guided the study by highlighting the importance of activating learners' prior knowledge through reading extension activities. Exposure to various texts, vocabulary support, and guided reading strategies helps learners relate new information to their previous experiences, enabling them to understand and interpret texts more effectively. The use of scaffolding strategies, such as guided questioning and structured reading support, strengthens learners' comprehension skills.

This study is also supported by Sociocultural Theory introduced by Lev Vygotsky, which emphasizes that learning occurs through social interaction and guidance from more knowledgeable individuals. This theory guided the inclusion of interactive components such as one-on-one tutoring, guided reading, and collaborative activities in the reading extension program. These interactions provide learners with support that enhances their understanding and improves their reading comprehension.

Additionally, Jerome Bruner's Constructivist Theory explains that learners actively construct knowledge through experience and engagement. This theory guided the implementation of reading activities that encourage learners to actively interact with texts, develop meaning, and apply comprehension strategies. Through active participation, learners strengthen their ability to understand and interpret reading materials.

By integrating Schema Theory, Sociocultural Theory, and Constructivist Theory, this framework explains how reading extension programs enhance reading comprehension by activating prior knowledge, providing guided support, and promoting active learning. These theories provided the foundation for examining the relationship between the reading extension program and students' comprehension development.

Conceptual Framework

The conceptual framework for this study illustrates the relationships among key concepts, namely activities in the reading extension program, students' reading comprehension, and program output. The framework is organized with activities in the reading extension program encompassing one-on-one tutoring, interactive read aloud, fluency drills, and vocabulary building activities. Reading comprehension includes reading fluency, comprehension, and vocabulary development, which are the measurable outcomes of the program. Program output refers to the refinement of reading materials and activities aimed at addressing students' difficulties and improving their reading skills.

The framework posits that activities in the reading extension program are associated with students' reading comprehension by providing structured, guided, and interactive support. One-on-one tutoring, interactive read aloud, and other program activities serve to develop learners' prior knowledge, enhance vocabulary, and strengthen comprehension strategies. Program output is implemented to ensure that the activities are effective in improving reading comprehension and to provide interventions tailored to students' needs.

This framework serves as a roadmap to conceptualize and structure the study by providing an outline that connects the reading intervention strategies with measurable improvements in students' reading comprehension. It highlights the relationship between program implementation, learning outcomes, and practical interventions, emphasizing the need for structured support to enhance literacy skills.

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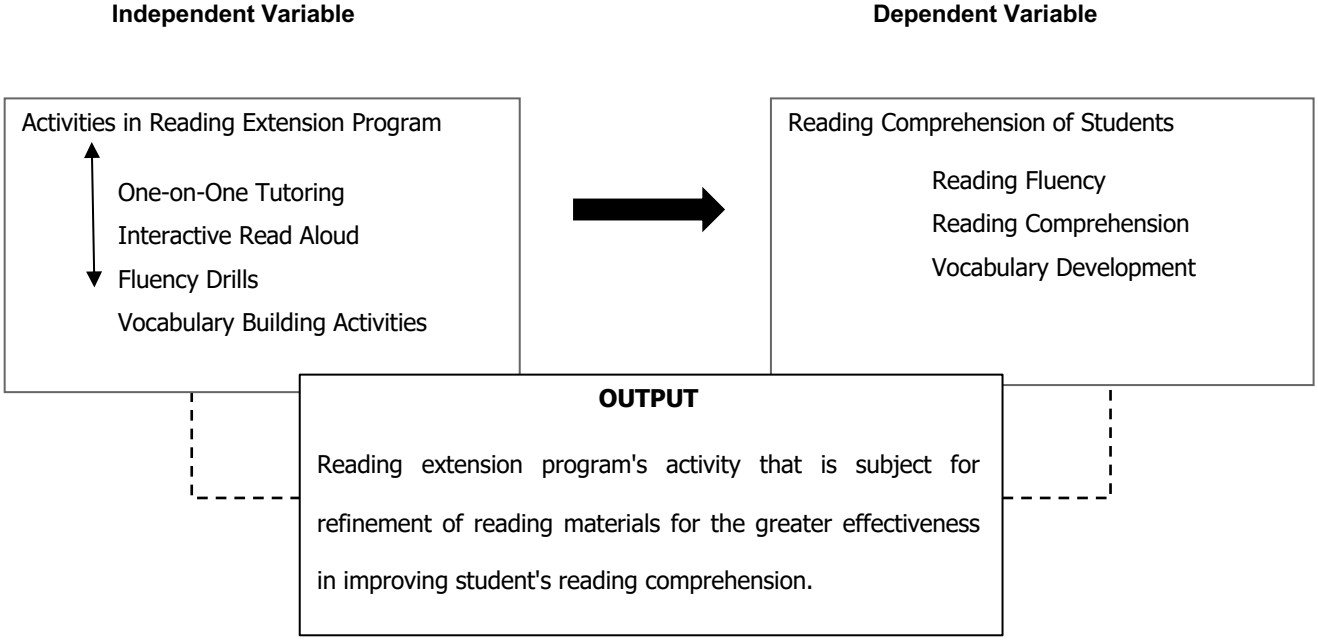
Conceptual Framework



Hypothesized Relationship between Reading Extension Program and improvements in student's reading comprehension.

Statement of the Problem

Reading comprehension is a critical component of literacy development and academic achievement. Despite the implementation of reading programs and literacy initiatives in schools, many students continue to experience difficulties in developing essential reading skills such as fluency, vocabulary development, and comprehension. These challenges may be attributed to limited individualized instructional support, insufficient engagement with structured reading strategies, and variations in the implementation of reading interventions.

In a private educational institution in Batangas, a Reading Extension Program has been implemented to support students in improving their reading skills. The program includes structured activities such as One-on-One Tutoring, Interactive Read-Aloud, Fluency Drills, and Vocabulary Building Activities designed to strengthen students' reading abilities. While these interventions aim to enhance reading comprehension, the specific effectiveness of each activity and its relationship with students' reading outcomes remain insufficiently examined.

There is therefore a need to systematically evaluate the implementation of the Reading Extension Program and determine how its various instructional components contribute to students' reading comprehension development. Understanding the relationship between program activities and reading comprehension outcomes will provide valuable insights for improving literacy instruction, strengthening reading interventions, and supporting students' overall academic development.

Research Objectives

General Objective

To evaluate the role of the Reading Extension Program in fostering improved reading comprehension among students.

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Specific Objectives

1. To assess the level of implementation of the Reading Extension Program in terms of:
   1.1 One-on-One Tutoring
   1.2 Interactive Read Aloud
   1.3 Fluency Drills
   1.4 Vocabulary Building Activities
2. To determine which specific activities are most strongly associated with reading comprehension among:
   2.1 One-on-One Tutoring
   2.2 Interactive Read Aloud
   2.3 Fluency Drills
   2.4 Vocabulary Building Activities
3. To evaluate the level of students' reading comprehension in terms of:
   3.1 Reading Fluency
   3.2 Reading Comprehension
   3.3 Vocabulary Development
4. To examine the significant relationship between the level of Reading Extension Program implementation and students' reading comprehension.
5. To determine the relationship between the reading extension program and students' reading comprehension.
6. To recommend specific activities that can be refined to enhance the effectiveness of students' reading comprehension.

Research Questions

1. What is the level of implementation of Reading Extension Program in terms of:
   1.1 One-on-One Tutoring
   1.2 Interactive Read Aloud
   1.3 Fluency Drills
   1.4 Vocabulary Building Activities
2. Which specific activities within the Reading Extension Program are most strongly associated with reading comprehension among:
   2.1 One-on-One Tutoring
   2.2 Interactive Read Aloud
   2.3 Fluency Drills
   2.4 Vocabulary Building Activities
3. What is the level of students' reading comprehension in terms of:
   3.1 Reading Fluency
   3.2 Reading Comprehension
   3.3 Vocabulary Development
4. Is there a significant relationship between the level of Reading Extension Program implementation and students' reading comprehension?
5. What is the relationship between the Reading Extension Program and students' reading comprehension?
6. Based on the findings of the study, which specific activities can be refined to enhance the effectiveness of students' reading comprehension?

METHODS

Research Design

This study employed a quantitative descriptive-correlational research design to examine the role of the Reading Extension Program in improving students' reading comprehension. Descriptive analysis was used to determine the level of the Reading Extension Program and the level of students' reading comprehension, while correlational analysis was utilized to assess the relationship between the program components and reading comprehension indicators. This design enabled the researcher to analyze patterns and relationships between variables without manipulating them.

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Population and Sampling

The respondents of the study consisted of fifty-three (53) elementary school students who were officially enrolled during the School Year 2025–2026 at Julio R. Hernandez Integrated School. The sample was drawn from a total population of sixty (60) students using Slovin's formula with a margin of error of 0.05. A simple random sampling technique was employed to ensure that each student had an equal chance of being selected. The selected school was chosen due to its participation in the Reading Extension Program implemented by organizations and institutions in Baco, as well as its accessibility for data collection. The students represented varying levels of reading proficiency, making them suitable participants for evaluating the effectiveness of the program.

Instruments

The study utilized a researcher-developed questionnaire to gather data on the Reading Extension Program and students' reading comprehension. The instrument consisted of two sections: the first section included forty (40) items measuring the level of the Reading Extension Program in terms of one-on-one tutoring, interactive read-aloud, fluency drills, and vocabulary-building activities, while the second section comprised thirty (30) items assessing students' reading comprehension in terms of comprehension, reading fluency, and vocabulary development. The questionnaire underwent content validation by three (3) experts in the field of English and literacy education to ensure its relevance and clarity. It was also pilot-tested to establish reliability, yielding a Cronbach's alpha coefficient of 0.87, which indicates high reliability. The instrument was constructed using clear and concise statements to ensure that respondents could easily understand and accurately answer the questions.

Data Collection

Data collection was conducted during the School Year 2024–2025 at Julio R. Hernandez Integrated School. Prior to data gathering, permission was secured from the school administration. The researcher personally administered the questionnaires in printed form to the selected respondents during scheduled sessions within the school premises.
The purpose of the study was explained clearly to the respondents, and instructions were provided to ensure accurate and honest responses. The data collection process was conducted in an organized and systematic manner over a specified period to maintain consistency and reliability of the gathered data.

Treatment of Data

The collected data were analyzed using both descriptive and inferential statistics. The following statistical tools were employed:

- **Weighted Mean** – used to determine the level of the Reading Extension Program and the level of students' reading comprehension.
- **Spearman Rank-Order Correlation (Spearman rho)** – used to measure the strength and direction of the relationship between the Reading Extension Program components and students' reading comprehension. The level of significance was set at **0.05** for all statistical analyses.

Ethical Considerations

In conducting this research study at the chosen school in Baco, the researcher prepared a formal letter requesting permission to conduct the study. The researcher ensured that the respondents were informed about the study, which involved survey questionnaires. The researcher sought informed consent from the respondents and obtained parental consent where necessary. All data that were collected were treated fairly and without bias during the conduct of the study. The data gathered in this study remained confidential as a sign of respect to the respondents and in compliance with Republic Act No. 10173, also known as the Data Privacy Act of 2012.

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RESULTS and DISCUSSION

1. Level of Reading Extension Program

Table 1.1

Level of Reading Extension Program in terms of: One-on-one Tutoring, Interactive Read-Aloud, Fluency Drills, and Vocabulary-Building Activities

Activities	WM	VI
One-on-one Tutoring	3.37	VH
Interactive Read Aloud	3.32	VH
Fluency Drills	3.39	VH
Vocabulary Building Activities	3.40	VH

Legend *VH – Very High*
H – High

The table 1 presents the level of reading extension program in terms of*: One-on-one Tutoring, Interactive Read-Aloud, Fluency Drills, and Vocabulary-Building Activities*. The One-on-One Tutoring component of the Reading Extension Program received an overall weighted mean of 3.37, verbally interpreted as Very High. Respondents rated the highest items as support during difficulties (3.64), effectiveness in addressing specific reading needs (3.62), and building confidence in reading abilities (3.62). These results indicate that the tutors are responsive, attentive to individual needs, and successful in fostering learners' confidence and engagement. The lowest-rated item, comfort in asking questions (2.91), although still High, suggests that there is room to further encourage learner participation and inquiry. Overall, the findings suggest that individualized tutoring is strongly associated with improvements in reading comprehension. This implies that classroom reading instruction may benefit from integrating structured one-on-one or small-group support to address diverse learner needs and promote active participation. This aligns with research by Hsieh et al. (2026), which found that targeted one-on-one literacy tutoring significantly improves reading achievement, with responsiveness and specialized attention leading to higher learner confidence and engagement.

Meanwhile, the Interactive Read-Aloud component also received a Very High overall mean of 3.32, reflecting strong learner engagement and comprehension. The highest-rated item, active participation during sessions (3.67), emphasizes the program's ability to involve learners in meaningful reading experiences. Conversely, the lowest-rated item, connecting stories to personal experiences (2.60), highlights an area where explicit text-to-self activities could enhance comprehension. The findings suggest that interactive read-alouds effectively motivate learners, increase participation, and create a collaborative learning environment. This suggests that teachers and curriculum developers may incorporate more guided reading discussions and reflective questioning strategies to strengthen students' comprehension and critical thinking skills. This is supported by Istihari (2024), whose study revealed that interactive read-alouds improve reading engagement and critical literacy, boosting students' understanding and motivation. Strengthening strategies to facilitate personal connections to the text may further maximize the effectiveness of this component.

Fluency Drills were rated Very High overall, with a weighted mean of 3.39. Respondents identified repetition during drills as the most effective aspect (3.79), highlighting its role in improving reading automaticity, fluency, and confidence. Items related to reading smoothness (3.02), speed (3.20), and decoding unfamiliar texts (3.11) were slightly lower but still rated High, suggesting potential areas for targeted improvement. These results indicate that structured repetition, appropriate learning materials, and facilitator guidance are collectively associated with higher levels of reading fluency and comprehension. This implies that incorporating systematic fluency activities, such as repeated and guided oral reading, into classroom instruction may help learners develop automaticity, which is essential for deeper comprehension. These findings are supported by Grabe and Zhang (2025), who demonstrated that controlled, repeated oral reading increases students' reading rate, accuracy, and comprehension while promoting confidence and engagement, corroborating the current study's results on the importance of consistent fluency practice.

Lastly, the Vocabulary-Building component achieved an overall weighted mean of 3.40 (Very High), indicating effective learning and motivation. The highest-rated items were the usefulness of materials (3.66) and the effectiveness of activities in helping students learn new words (3.64). Lower-rated items included confidence using new words in sentences (3.09) and identifying context clues (3.13), suggesting a minor gap between understanding word meanings and applying them in practice. Overall, the findings suggest that vocabulary activities are associated with higher levels of word knowledge and reading comprehension. This suggests that educators and curriculum planners may prioritize explicit and contextualized vocabulary instruction to support both word acquisition and meaningful language use in reading and writing tasks. These outcomes are supported by Corpuz et al. (2024), who found that structured vocabulary training improves comprehension

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and the ability to use new words contextually. The results underscore the importance of providing materials and activities that both introduce new terms and encourage practical application in reading and writing tasks.

2. **Specific activities within the reading extension program are most effective in fostering improved reading comprehension**

Table 2
Activities within the reading extension program are most effective in fostering improved reading comprehension

Activities	WM	VI	Rank
One-on-one Tutoring	3.37	VH	3
Interactive Read Aloud	3.32	VH	4
Fluency Drills	3.39	VH	2
Vocabulary Building Activities	3.40	VH	1

Legend VH – Very High

Table 2 presents which activities within the reading extension program are most effective in fostering improved Reading Comprehension. The table ranks four specific activities based on their mean scores and verbal interpretations. As shown in the table, Vocabulary Building Activities gained the highest mean of 3.40, ranking 1st and described as a Very High Level. This indicates that focusing on word mastery is the most effective component of the program for improving comprehension. Fluency Drills followed closely in 2nd place with a mean of 3.39, also described as a Very High Level. On the other hand, Interactive Read Aloud received the lowest relative ranking, placing 4th with a mean score of 3.32. Despite being the lowest rank in this set, it still maintains a Very High-Level verbal interpretation. One-on-one tutoring ranked 3rd with a mean of 3.37.

The results indicate that all four activities are perceived as highly effective, as every category achieved a Very High-Level verbal interpretation. The ranking suggests that the program's strength lies primarily in structured, skill-based exercises such as vocabulary building and fluency drills, which provide foundational support for understanding complex texts. The high performance of Vocabulary Building Activities as the top rank aligns with the previous data (Table 1), confirming that the program's systematic approach to teaching new words is strongly associated with its effectiveness. While Interactive Read Aloud and One-on-one tutoring are ranked lower, their "Very High" scores indicate they are still vital components that support the more technical drills. Overall, the narrow margin between the 1st and 4th ranks (a difference of only 0.08) shows that the reading extension program offers a well-balanced and consistently high-quality approach to improving student reading comprehension.

These findings suggest important implications for classroom instruction and curriculum development. Educators may prioritize structured vocabulary and fluency activities as core components of reading instruction while integrating interactive and individualized approaches to support engagement and deeper understanding. Curriculum developers may design balanced literacy programs that combine skill-based drills with interactive and learner-centered strategies to maximize reading comprehension outcomes.

Recent research supports these findings, stating that vocabulary mastery and fluency activities are essential for reading comprehension. Corpuz et al. (2024) underline that systematic vocabulary-building activities improve learners' comprehension by increasing word knowledge and contextual usage. Similarly, Grabe and Zhang (2025) discovered that fluency drills help to improve reading skill by encouraging automaticity and confidence, both of which are necessary for understanding difficult texts. Furthermore, Hsieh et al. (2026) and Istihari (2024) support the benefits of one-on-one tutoring and interactive read-aloud, noting that personalized attention and active engagement foster deeper comprehension and motivation, complementing the technical skills developed through vocabulary and fluency exercises. These findings support the efficacy of a comprehensive Reading Extension Program that combines skill-based and engagement-focused activities. Overall, these findings reinforce the effectiveness of a comprehensive Reading Extension Program that integrates both skill-based and engagement-focused instructional approaches to support holistic literacy development.

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3. **Level of Reading Comprehension**

Table 3.1
Level of Reading Comprehension in terms of: Reading Fluency, Reading Comprehension, and Vocabulary Development

Indicators	WM	VI
Reading Fluency	3.18	H
Reading Comprehension	3.20	H
Vocabulary Development	3.26	H

Legend *VH – Very High*
H – High

The evaluation of students' Reading Comprehension revealed overall high levels across Reading Fluency (WM = 3.18), Reading Comprehension (WM = 3.20), and Vocabulary Development (WM = 3.26), all verbally interpreted as High. In terms of fluency, students performed well in connecting texts to personal experiences (3.42) and analyzing characters' actions (3.34); however, lower scores in making predictions and answering inferential questions (3.00) indicate a need for further guidance in higher-order comprehension skills. These findings align with Grabe and Zhang (2025), who emphasized that fluent reading allows learners to allocate cognitive resources to comprehension rather than decoding, yet explicit instruction is necessary to develop predictive and inferential abilities.

Regarding reading comprehension, students demonstrated strong expressive oral reading, particularly in pacing (3.43) and emotional tonality (3.38), while technical skills such as correct punctuation usage remained weaker (2.94). This is consistent with Farnia and Geva (2023), who noted that prosody alone is insufficient for optimal comprehension, and that accurate interpretation of punctuation and syntactic cues is essential for reading precision. For vocabulary development, students were motivated to expand their word knowledge (3.43) and effectively use context to understand meanings (3.40), though challenges remained in independently inferring unfamiliar words (2.92). Nation (2023) supports these findings, highlighting that a strong vocabulary base is critical for comprehension, yet learners often require explicit instruction and repeated exposure to develop context-based word inference skills.

Overall, the results highlight students' solid foundational abilities in fluency, comprehension, and vocabulary while identifying areas—higher-order inference, punctuation application, and contextual word learning—where targeted instructional strategies may further enhance reading competence. These findings imply that classroom instruction should integrate scaffolded, skill-focused interventions that address higher-order thinking, contextual vocabulary use, and technical reading accuracy to support holistic literacy development.

4. **Significant relationship between the level of reading extension program and level of reading comprehension**

Table 4
Significant Relationship between the Level of Reading Extension Program and the Level of Reading Comprehension
Spearman's Correlations

		Spearman's Rho	P-value	Interpretation
One-to-one Tutoring	Comprehension	0.686	< .001	Significant
	Reading Fluency	0.574	< .001	Significant
	Vocab Development	0.568	< .001	Significant
Interactive Read-Aloud	Comprehension	0.604	< .001	Significant
	Reading Fluency	0.584	< .001	Significant
	Vocab Development	0.627	< .001	Significant
Fluency Drill	Comprehension	0.577	< .001	Significant
	Reading Fluency	0.617	< .001	Significant
	Vocab Development	0.684	< .001	Significant
Vocabulary	Comprehension	0.478	< .001	Significant
	Reading Fluency	0.494	< .001	Significant
	Vocab Development	0.640	< .001	Significant

Table 4 presents the significant relationships between the level of the Reading Extension Program and students' Reading Comprehension using Spearman's Correlation. The results indicate statistically significant correlations between all program activities—One-on-one Tutoring, Interactive Read-Aloud, Fluency Drills, and Vocabulary-Building Activities—and reading development, with p-values for each activity < .001, well below the 0.05 significance level. Notably, One-on-one Tutoring exhibited the strongest correlation with comprehension (r = 0.686),

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highlighting that personalized, guided interaction is strongly associated with student understanding. These findings suggest that structured program components are strongly associated with students' vocabulary acquisition, reading fluency, and reading comprehension. Teacher-led interventions, including tutoring and read-aloud sessions, appear to support learner focus and engagement, maximizing the benefits of these instructional activities.

These results are supported by recent research. Hsieh et al. (2026) emphasized that one-on-one tutoring improves reading comprehension by providing tailored feedback and scaffolding, enabling learners to focus on challenging reading tasks and internalize comprehension strategies. Istihari (2024) similarly reported that interactive read-aloud sessions foster active engagement and deeper understanding by modeling fluent reading and promoting learner participation. Additionally, Corpuz et al. (2024) and Grabe and Zhang (2025) demonstrated that structured fluency and vocabulary exercises strengthen reading skills, illustrating that skill-based drills and guided instruction function synergistically to enhance comprehension. Educationally, these findings imply that classroom reading programs may benefit from integrating both personalized and structured skill-building activities, ensuring that students receive targeted support while also developing foundational literacy competencies necessary for complex text understanding.

5. **Relationship of reading extension program and reading comprehension.**

The results reveal that the Reading Extension Program has a high and statistically significant strength of relationship on Reading Comprehension. This relationship is evidenced by the Spearman's Rho correlation coefficients, which show strong positive relationships across all program components. Specifically, One-on-one Tutoring demonstrates the strongest relationship with comprehension ($r = 0.686$), followed by Interactive Read-Aloud ($r = 0.604$), and Fluency Drills ($r = 0.577$). All these relationships obtained a p-value of $< .001$, which is well below the 0.05 level of significance, confirming that the program activities are not just associated with, but are significantly associated with improved student understanding.

These findings imply that the program's structured interventions, particularly those involving direct teacher-student interaction, effectively facilitate better knowledge acquisition and skill development. The high level of significance suggests that as students engage more deeply with these extension activities, their ability to master complex comprehension tasks increases proportionately. Recent research supports this interpretation. Hsieh et al. (2026) found that personalized tutoring strongly promotes reading comprehension by providing individualized scaffolding and attention to learners' specific needs. Likewise, Istihari (2024) emphasized that interactive read-aloud activities enhance engagement and comprehension, while Corpuz et al. (2024) and Grabe and Zhang (2025) highlighted the importance of structured fluency and vocabulary exercises in strengthening reading skills. Collectively, these studies confirm that both skill-based drills and teacher-guided interventions are critical in fostering substantial improvements in students' reading comprehension outcomes.

These findings underscore the importance of integrating both skill-based and teacher-guided strategies in classroom reading instruction. Teachers can leverage one-on-one tutoring and interactive read-aloud sessions to provide individualized support, while incorporating fluency and vocabulary drills to reinforce technical reading competencies. Curriculum developers may also consider designing comprehensive literacy programs that balance engagement-focused and skills-focused activities to optimize student reading comprehension outcomes.

Conclusions

The study concludes that Reading Extension Program shows strong associations with students' reading comprehension outcomes, particularly in foundational skills such as vocabulary acquisition and reading fluency. All program components—One-on-one Tutoring, Interactive Read-Aloud, Fluency Drills, and Vocabulary Activities—showed statistically significant relationships with reading comprehension, with p-values less than .001. Among these, One-on-one Tutoring exhibited the strongest correlation, highlighting the critical role of personalized instruction in promoting student success.

Despite these positive outcomes, the study identifies areas for improvement in higher-order comprehension skills, such as making accurate predictions and independently answering text-based questions. This indicates that while the program effectively strengthens foundational literacy, additional strategies are required to bridge the gap between basic reading skills and advanced critical thinking and analytical abilities.

These findings imply that educators and curriculum developers should integrate both foundational literacy instruction and higher-order comprehension strategies to ensure a more comprehensive approach to reading

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development. Furthermore, schools may consider institutionalizing structured reading programs that combine individualized support and interactive learning strategies to improve overall literacy outcomes.

Recommendations

Based on the findings and conclusions, the following recommendations are offered:

1. Students may enhance their reading comprehension skills by actively participating in Reading Extension Program activities, particularly One-on-one Tutoring and Interactive Read-Aloud, as consistent engagement supports both foundational and higher-order literacy development.
2. Teachers may refine classroom instruction by integrating scaffolded strategies that develop higher-order reading skills, such as inferencing, prediction, and critical analysis, alongside fluency and vocabulary instruction.
3. Program proponents may improve implementation by designing targeted and differentiated activities that address learners' specific reading needs, ensuring both skill development and comprehension enhancement.
4. School administrators may support literacy development by allocating resources, providing teacher training, and integrating structured reading programs into the school curriculum to ensure sustainability and effectiveness.
5. Parents and guardians may reinforce reading development by encouraging consistent reading practice at home and collaborating with teachers to support students' literacy progress.
6. Teacher education institutions and curriculum developers may use the findings to design evidence-based reading instruction models and training programs that integrate both skill-based and interactive learning approaches.
7. Future researchers may expand this study by including larger and more diverse populations, exploring additional program components, and conducting longitudinal research to examine long-term effects on literacy development.

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