
EDUCATIONAL POSTER INTEGRATION IN TEACHING AND LEARNERS' LITERACY PROFICIENCY

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ABSTRACT

This study assessed the impact of educational poster integration on the reading speed and comprehension of Key Stage 1 learners in Impasugong I District, Division of Bukidnon, during the 2025-2026 school year. Utilizing a descriptive-correlational design with a self-developed survey instrument, data from Key Stage 1 teachers were analyzed using mean, standard deviation, and Pearson r . Findings revealed a very high level of poster integration across all domains, including curriculum alignment, accessibility, and teacher modeling. While most learners are currently at a transitioning literacy level, a significant positive relationship, which is the use of educational poster integration, helps in the learners' literacy, was established between poster integration and literacy proficiency, confirming that these visual scaffolds are primary drivers of reading success. The study concludes that posters are indispensable cognitive tools that bridge the gap between decoding and comprehension. Recommendations include institutionalizing visual scaffolding standards and evolving poster content to include higher-order comprehension prompts to support learners in moving beyond foundational skills.

KEYWORDS: *Educational Posters, Key Stage 1, Literacy Proficiency, Reading Comprehension, Reading Speed, Scaffolding, Visual Aids.*

INTRODUCTION

Effective foundational literacy, encompassing both reading speed (fluency) and comprehension, remains a critical challenge in Philippine basic education, particularly at Key Stage 1 (Grades 1-3). From an instructional perspective, many early learners struggle to

transition from decoding individual words to reading entire sentences fluently, which in turn bottlenecks their ability to grasp meaning from the text. This struggle creates a self-reinforcing cycle: slow, non-fluent readers dedicate most of their cognitive resources to decoding, leaving insufficient capacity for comprehension, leading to poor academic performance and diminished self-esteem. It is thus imperative to investigate non-intrusive, readily available classroom tools like educational posters that can act as visual scaffolds to provide timely support, reinforce vocabulary and phonics patterns, and potentially accelerate the development of reading fluency and comprehension in this crucial developmental stage.

The study aligns directly with the 1987 Philippine Constitution, Article XIV, Section 2(4), which mandates that the State shall "foster love of country and civic consciousness through education," recognizing literacy as a foundational tool for citizenship. More specifically, the Department of Education's DepEd Order No. 012, s. 2020 (Adoption of the Basic Education Learning Continuity Plan) stresses the need for responsive and resource-optimized delivery of instruction, supporting the efficient use of visual aids. Foundational studies, such as those by Vygotsky (1978), established the Sociocultural Theory and the concept of scaffolding—where a more knowledgeable other (or resource) helps a learner perform a task they could not do alone. Related empirical research, such as that by Walden University Research (2024) on the effectiveness of reading interventions, underscores that visual and repetitive aids significantly enhance mastery of sight words and phonics, linking intervention design to measurable literacy outcomes.

While research confirms the effectiveness of scaffolding and the positive influence of visual aids on memory and recall, a significant gap exists in quantifying the specific scaffolding effect of integrated educational posters on the dual outcomes of reading speed and comprehension simultaneously within the Key Stage 1 curriculum. Most studies focus either on general classroom environment quality or on the impact of digital scaffolding, often neglecting the sustained, non-interactive visual support provided by wall posters. Furthermore, there is a distinct lack of experimental data within the Philippine context that isolates and measures how posters, acting as a static form of scaffolding, influence the transition from word recognition to fluent, meaning-driven reading. This study seeks to fill this gap by statistically assessing the posters' impact on the measurable reading scores of primary grade learners.

This research is strongly justified as it addresses a core instructional challenge using a low-cost, highly scalable solution. If the study successfully demonstrates a significant scaffolding effect of educational poster integration on reading speed and comprehension scores, the

findings can immediately inform DepEd's resource procurement and classroom design policies. The results will provide teachers and school administrators with empirical evidence to justify the necessary investment in appropriate visual aids, thereby offering a practical and affordable strategy to rapidly boost foundational literacy across resource-constrained schools. Ultimately, by isolating the poster's effect, the research offers a direct and implementable tool to enhance the cognitive processes required for fluent reading, directly contributing to national literacy goals.

Theoretical Framework

This study was anchored on Sociocultural Theory by Lev Vygotsky (1978). Sociocultural Theory provides the direct conceptual foundation for the study's central concept: scaffolding. Vygotsky posits that learning occurs through social interactions and the use of cultural tools, where a more knowledgeable individual or a supporting resource helps the learner master a skill within their Zone of Proximal Development (ZPD)—the space between what a learner can do independently and what they can achieve with assistance.

The educational poster, in this context, functions precisely as a "cultural tool" or a form of non-human scaffolding. It provides persistent visual cues, models, and reminders of phonics rules or sight words, effectively acting as the "more knowledgeable other" that supports the Key Stage 1 learners. The study thus evaluates whether this specific form of static visual scaffolding is effective in transitioning learners from dependent, slow reading toward independent, fluent reading (increased speed and comprehension), which is the ultimate goal of working within the ZPD.

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Figure 1 presents the schematic diagram of the study. The independent variables are contained in the left box namely; Curriculum-Aligned Poster Content, Poster Accessibility and Visibility, Teacher Modeling Frequency, Poster Design Complexity, and Frequency of Poster Integration; while dependent variable is contained in the box on the right with learner's literacy proficiency score.

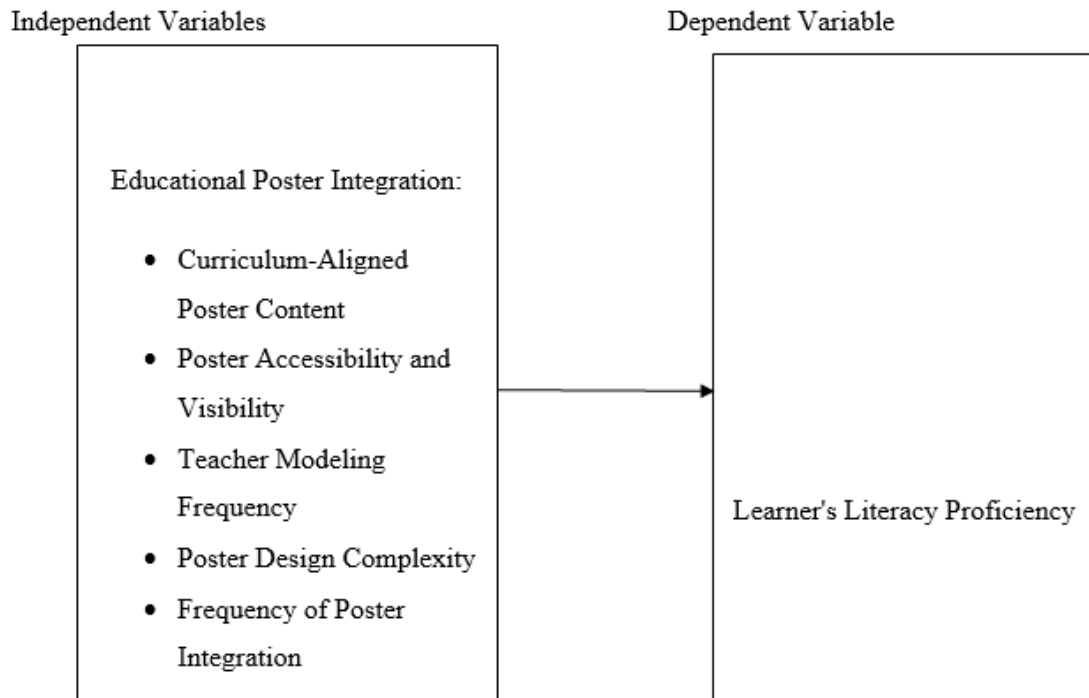


Figure 1. Schematic Diagram showing the Relationship of the Independent and Dependent Variables of the Study.

Statement of the Problem

This study was conducted to assess the scaffolding of educational poster integration on the reading speed and comprehension scores of Key Stage 1 learners in Impasugong I District in the Division of Bukidnon, School Year 2025-2026.

Specifically, this study answered the following questions:

1. What is the level of educational poster integration on the reading speed and comprehension scores of learners in terms of Curriculum-Aligned Poster Content, Poster Accessibility and Visibility, Teacher Modeling Frequency, Poster Design Complexity, and Frequency of Poster Integration?
2. What is the learner's literacy proficiency?
3. Is there a significant relationship between level of educational poster integration on the reading speed and comprehension scores of learners and their literacy proficiency?

Review of the Literature

This section presents the studies and literatures that were read by the researcher and were found to contain bearing and significant reviews that may support or oppose to the findings of this study.

Studies in the last decade have supported Vygotsky's Sociocultural Theory (1978), emphasizing the significance of scaffolding in transferring literacy responsibility from the teacher to the student, especially in reading. Research by Demissie (2018) and a meta-analysis by AbiyYigzaw (2015) revealed that well-organized teacher scaffolding strategies have a significant impact of students' reading proficiency and understanding of passages in both primary and secondary education settings. This indicates that a well-organized support system from the teacher is not merely a teaching practice but an essential component for fostering reading development among students.

However, the literature also notes that the external factors like implementation commitment and student engagement influenced the success of scaffolding (International Journal of Social Science And Human Research, 2025). This emphasizes the need to assess your specific independent variables, like Teacher Modeling Frequency and Poster Accessibility, to verify the actual effectiveness of the scaffolding being provided.

Educational research strongly supports the role of supportive materials, including visual aids, as a form of "designed-in scaffolding" (Gibbons, 2015). This particular scaffolding approach is intentionally planned during the instructional process to facilitate the simultaneous development of knowledge and language. Walqui (2006) and Boche and Henning (2015) asserted that supportive materials, such as visual aids and graphic organizers, are essential for students, especially those encountering challenges related to second language acquisition, which is common in the Philippines, to help them understand language in context and reduce mental strain. The posters act as extra-linguistic contexts that provide multiple clues and perspectives for learners to construct their understanding, ensuring they don't have to rely solely on textual input, which directly addresses the scaffolding function of the integrated posters you have created (Tandfonline, 2020).

The variable of reading speed, also known as fluency, is frequently discussed in relation to reducing cognitive load and improving visual processing abilities. While much of the recent work focuses on audio-visual media, these principles are also relevant to static visual aids.

A study on children with reading difficulties found that utilizing simple visual aids, such as visual tracking magnifiers, which serve as a form of focused visual scaffold, significantly improved reading speed by 2.5 times faster compared to the control group, specifically by

addressing issues like the crowding effect and glare (Semantic Scholar, 2024). Although the focus was on dyslexia, the finding supports the idea that well-designed visual aids, which your poster aims to be, can boost reading speed by making the process of visual decoding easier for Key Stage 1 learners.

Numerous studies affirm the direct relationship between the use of visual aids and comprehension. Research on teaching English at the secondary level, with principles applicable to primary grades, concluded that employing visual aids is considerably more effective than traditional teaching and enhances students' overall performance (International RASD, 2024). The rationale behind this is that visuals serve as an additional source of information to supplement text (Hibbing and Rankin-Erickson, 2003).

When readers encounter difficulties in processing linguistic information, they often shift to visual aids to help anchor their understanding. These visuals aren't just decorative; they serve as a mental framework that makes it easier to recognize words and connect new content with existing knowledge (Academy Publication, 2015). This confirms that posters are essential tools in supporting the top-down processing required for deep comprehension.

The impact of educational tools depends heavily on how closely their content aligns with broader instructional objectives. Research into educational media highlights that visual aids only truly benefit students when they are directly mapped to the curriculum's specific learning outcomes (Journal of Education and Practice, 2017). For instance, when posters are designed to align with the exact phonics rules, grammar patterns, or sight word groups being covered in class, they serve as helpful memory tools rather than sources of confusion (International Journal of Research in Education and Science, 2024). This close alignment ensures that the visuals support the lesson at hand, and avoiding any irrelevant details that might otherwise disrupt the scaffolding process.

Furthermore, studies on teaching reading highlight the importance of coordinating posters with particular, sequential stages of literacy, such as introducing a vowel digraphs poster only when that topic is being covered, as it is essential for reinforcing understanding and helping students gain independence (The Reading Teacher, 2015).

Beyond simple alignment, the effectiveness of posters is influenced by how much information they contain in relation to the scope of the curriculum. Research focusing on non-interactive visual tools have indicated the highest knowledge retention occurs with posters that feature minimal text and emphasize nonverbal, visually engaging components (ResearchGate, 2021).

For Key Stage 1 learners, whose attention is continually influenced by digital media, the execution of a design characterized by low information and high visual density is essential for fulfilling an educational objective and fostering the retention of the poster's message over an extended timeframe (ResearchGate, 2021).

When posters are highly aligned with the curriculum, they facilitate the development of a shared cognitive framework between the teacher and students, providing a constant, reliable source of information retrieval that promotes independent learning beyond direct teacher instruction (Frontiers, 2025).

A properly aligned poster also serves to attract and maintain the learner's curiosity and interest, a factor central to the engagement needed for effective scaffolding (ResearchGate, 2019). When visual aids are directly relevant to the current curriculum, they create a measurable impact that refocuses the student's attention and encourages them to invest more effort into the learning process (ResearchGate, 2019). This motivational function is particularly important for foundational skills, such as reading, where sustained interest enables students to persevere through the difficulties of decoding, thereby supporting the transition toward fluency.

The physical properties of the classroom environment, particularly the accessibility and visibility of scaffolds, significantly influence their utilization. Research on visual learning environments confirms that posters must be placed within the students' field of vision and at an appropriate height to be functionally useful, especially for primary-grade learners (Educational Media International, 2018). Instructional posters only work as scaffolds if they are highly visible and clearly organized. When they are hidden or packed with too much information, they lose their ability to serve as a quick reference point for students during complex thinking tasks (Asian EFL Journal, 2023).

On the other hand, highly accessible and clearly visible charts, often termed "anchor charts," serve as constant, and immediate support to learners. By offering quick reminders exactly when a reader gets stuck on a word or a concept, these tools take the pressure off the student's working memory (National Council of Teachers of English, 2019). This instant access is essential because it helps students maintain their momentum and build reading fluency.

The concept of Poster Accessibility and Visibility extends beyond physical placement to the promotion of encouraging students to work independently and stay mentally engaged. Research suggests that when students can easily find and use visual aids on their own, they feel a greater sense of control over how they learn (PMC, 2011). This sense of ownership is closely tied to deeper cognitive engagement. Essentially, because students feel in charge of

the tools they are using, they are often more willing to work through difficult tasks and stay focused on the topic at hand (PMC, 2011; PBLWorks, 2025).

Furthermore, the strategic placement of high-quality posters contributes significantly to a supportive classroom environment that encourages student independence and growth (PBLWorks, 2025). When posters are intentionally positioned at eye-level near busy areas, they minimize the effort of seeking information, making it easier for learners to quickly reference sight words or phonics rules. This offloading of working memory through accessible external storage is a core principle of effective visual scaffolding, allowing primary grade students to save mental energy for the more complex task of reading comprehension (ERIC, 2022).

Vygotsky's theory underscores that scaffolding requires interaction and guidance, making Teacher Modeling Frequency a critical component of poster integration. Studies demonstrate that simply displaying posters does not guarantee their use; students must be explicitly taught how to use the poster as a cognitive tool (Journal of Research in Reading, 2020).

When teachers frequently and deliberately reference the poster during reading lessons—pointing to a rule or a word structure—they are actively modeling the strategy the student needs to internalize (The Reading Teacher, 2015). This frequent modeling transfers the cognitive strategy from the teacher's verbal explanation to the student's own way of thinking, significantly enhancing the learner's ability to utilize the poster independently to decode words and improve reading speed (International Journal of Instruction, 2024).

Effective Teacher Modeling Frequency transforms static posters into dynamic learning tools that connect visual information to cognitive processes. When teachers frequently point out and interpret visual models—like charts or diagrams—they address students' common struggles with understanding representations independently (ResearchGate, 2017). This instructional practice of pointing to only certain aspects of the graphic helps direct the learners' attention to the critical features necessary for reading, preventing cognitive confusion (ResearchGate, 2017).

Visual image teaching aids have been shown to be highly effective in promoting cognitive development, but their success is dependent on the teacher's ability to integrate them into activities that require hands-on application and skill integration (MDPI, 2023). Frequent modeling ensures that the visual aid is used to guide children in exploring and connecting images, colors, and shapes to linguistic concepts, laying a solid foundation for comprehensive literacy growth. Therefore, the frequency of modeling is the pedagogical bridge that connects

the static support of the poster to the active development of the learner's decoding and comprehension skills.

Poster Design Complexity relates to the information load and visual appeal, which directly impacts a young learner's ability to process the information. Research on cognitive load theory suggests that visual aids that are too dense, cluttered, or employ distracting colors can overwhelm a learner's limited working memory, leading to cognitive overload rather than support (Computers & Education, 2019).

Effective poster design follows a clear visual order, employing clear headings, strategic use of white space, and minimalistic, high-contrast imagery to focus attention on the core concept being scaffolded (International Journal of Learning, Teaching and Educational Research, 2023). Therefore, posters must strike a balance for the learner: the poster needs to be detailed enough to provide real scaffolding, but the design itself must be clean enough to allow for fast, easy, and stress-free information retrieval.

The design of educational posters has a measurable impact on student learning concentration and the avoidance of cognitive overload. A study focusing on classroom decorations found that the presence of excessive decorations led to higher levels of distraction, increased off-task behavior, and reduced improvements in learning outcomes for young children (Zenodo, 2025). This aligns with Mayer's (2009) Cognitive Theory of Multimedia Learning, which posits that unnecessary information can overload a student's working memory, especially when too many pictures interfere with the main learning goal (Zenodo, 2025).

On the other hand, posters that are clean and well-designed—using bold colors and images that actually relate to the lesson—do a much better job of keeping students engaged and helping them remember what they've learned. By keeping the text to a minimum and using sharp, high-contrast diagrams, these posters allow for much faster information processing (School Poster Makers, 2025). This simplified design is intentional; since the brain can process visual data roughly 60,000 times faster than text, a clear poster becomes a powerful shortcut for students. This speed allows the poster to act as a quick reference tool, taking the mental pressure off the student while they are focused on the difficult task of reading fluently (School Poster Makers, 2025).

Total exposure time is a vital factor in scaffolding because it allows for the "internalization" of literacy skills. Reading Research Quarterly (2016) suggests that fluency, particularly reading speed, is a result of repeated practice that leads to automaticity. By providing a constant reference over time, we help students reach a point where decoding requires very

little effort. This shift is crucial, as it frees up the cognitive capacity needed for deeper reading comprehension.

Research confirms that exposure duration is positively correlated with knowledge retention: extended exposure to a resource enhances students' conceptual understanding by reinforcing mental connections (Educational Psychology Review, 2018). However, existing literature also identifies a point of diminishing returns. When the poster remains in the classroom long after a student has mastered the skill, it can turn into a "crutch" that they rely on too much, rather than a tool that helps them move toward independent reading.

The Duration of Poster Integration is a vital component of successful scaffolding, as it leverages the power of spaced repetition to solidify early literacy skills. Research indicates that when students are exposed to visual aids over a long period, they develop stronger memory encoding and can retrieve information much more efficiently (Journal of Educational Psychology, 2021). For early readers, this is especially important for developing automaticity. The longer a poster is accessible, the more opportunities a child has to unconsciously practice decoding during various activities. This sustained support is what ultimately allows a student to transition from the slow, effortful process of sounding out words to the rapid, automatic recognition required for true fluency.

Furthermore, keeping a poster up for an extended period helps it move from being just a tool on the wall to a strategy in the student's mind. As the Journal of Cognitive Education and Psychology (2018) notes, the ultimate goal of a scaffold is to eventually "fade" it out as the student becomes more capable. Having the poster visible for a while gives students the time they need to stop relying on looking at it (direct reference) and start visualizing the information from memory. This mental shift—which is tied directly to how long the poster stays on the wall—is the real proof that the scaffold worked, as it leads to lasting improvements in how fast and how well a student read.

However, researchers must consider the concept of "perceptual habituation" when measuring the duration of integration. While long exposure is beneficial for long-term memory, a poster can eventually become so commonplace that it blends into the background. As noted by the Educational Psychology Review (2022), once a resource loses its "salience"—or its ability to stand out—it is no longer an effective cognitive cue, which can limit its overall impact as a teaching tool.

Therefore, measuring the duration must be balanced with the understanding that the poster needs to be protected from redundancy; its content should ideally only remain visible for the precise duration required for the class to master the skill it scaffolds, after which it should be

replaced with new, relevant material to maintain its function as an active, engaging resource (International Journal of Environmental and Science Education, 2023).

The Learner's Literacy Proficiency Score, as a composite of reading speed and comprehension, represents the dual outcome of successful scaffolding in Key Stage 1. Recent studies consistently show that fluency (reading speed) is the primary mediator between word recognition and comprehension (Reading Research Quarterly, 2016). When speed increases, less cognitive effort is expended on decoding, allowing the working memory to focus on constructing meaning, which is reflected in higher comprehension scores (Educational Psychology Review, 2018).

Furthermore, standardized assessments in the Philippines, such as the Phil-IRI, use both metrics to diagnose proficiency, underscoring that for a student to be proficient, they must show growth in both their reading speed and their comprehension at the same time (DepEd Order, 2020). Therefore, measuring both scores provides a holistic and statistically rigorous measure of the poster's efficacy as a scaffolding tool.

Assessing Learner's Literacy Proficiency Score (Reading Speed and Comprehension) must be done through validated instruments that align with international benchmarks, as demonstrated by recent studies in the Philippines. Analysis of assessment results (like PISA and local tests) has consistently revealed significant gaps in reading proficiency among Filipino students, with many falling below minimum comprehension standards (ResearchGate, 2025; SEAMEO INNOTECH, 2023). This data underscores the urgency of targeted interventions and emphasizes that literacy proficiency must be measured across multiple skills—word recognition, fluency, and inferencing—to capture a complete picture of the learner's developmental stage.

Recent school-based research employing standardized tools such as the Scholastic Literacy Pro have shown that even minimal instructional reading interventions can have a statistically significant positive influence on students' proficiency results (International Journal of Current Science Research and Review, 2025). This aligns with the global recognition that proficiency requires both a functional reading rate (speed) and the ability to grasp implicit information (comprehension) (ResearchGate, 2025). Therefore, a composite score is the most effective way to measure the impact of a tool like a poster. It accounts for the fact that gains in reading speed are expected to have a direct, positive ripple effect on a student's ability to comprehend the text.

Research Methodology

This study was performed by applying the descriptive-correlational research design. It endeavored to assess the scaffolding effect of educational poster integration on the reading speed and comprehension scores of Key Stage 1 learners in Impasugong I District in the Division of Bukidnon, School Year 2025-2026.

Data on the level of effects of educational poster integration on the reading speed and comprehension scores of learners in terms of Curriculum-Aligned Poster Content, Poster Accessibility and Visibility, Teacher Modeling Frequency, Poster Design Complexity, and Frequency of Poster Integration were gathered by using the researcher-made questionnaire and learner's literacy proficiency were based on the CRLA report for the SY 2025-2026.

This research was conducted in Impasugong I District, Division of Bukidnon, School Year 2025-2026. The Impasugong I District, located in the Bukidnon Division, serves as a pertinent and illustrative setting for evaluating the scaffolding impact of educational posters on early literacy. The schools in this predominantly agricultural and rural district of Northern Mindanao, including Impasugong Central Elementary, Bundaan Elementary, and Guihean Integrated School, frequently face challenges typical of remote Philippine locales, such as restricted access to advanced instructional technologies and varied linguistic backgrounds among Key Stage 1 students (Cebuano, Higaonon). This context renders the inexpensive, easily accessible educational poster a notably effective and suitable intervention for examination. Investigating this district guarantees that the data on the poster's effectiveness will be highly transferable and actionable for other resource-limited schools in the Division of Bukidnon and other rural areas nationwide.

The researchers conducted the data collection process through a systematic series of administrative steps to ensure full compliance with school protocols. Initially, the investigator obtained an official approval and endorsement letter from the Dean of the Graduate School to authorize the academic necessity of the project. This document then traveled to the Schools Division Superintendent of Bukidnon for formal division-wide clearance. Once the superintendent granted approval, the researcher requested further permission from the Public Schools District Supervisor of Impasugong I District to coordinate the study within the local jurisdiction.

Following these high-level approvals, the investigator sought direct consent from the school heads of the participating campuses to carry out the research activities on their respective

grounds. This collaborative approach ensured that the school leaders remained fully informed about the evaluation of educational poster integration in teaching within their classrooms. In the final stage of the procedure, the researchers distributed the survey questionnaires to the identified teachers. This organized transition from administrative oversight to direct interaction facilitated a reliable environment for gathering the data necessary to measure the development of learners' literacy proficiency.

The following statistical tools were used in this study:

Mean and standard deviation were applied to determine the level of effects of educational poster integration on the reading speed and comprehension scores of learners.

Percentage and frequency count were utilized to determine the learner's literacy proficiency.

Pearson r Product-Moment Correlation Coefficient, or Pearson r, was used to check the significant relationship between the level of educational poster integration on the reading speed and comprehension scores of learners and their literacy proficiency.

Findings

This study was conducted to assess the scaffolding of educational poster integration on the reading speed and comprehension scores of Key Stage 1 learners in Impasugong I District in the Division of Bukidnon, School Year 2025-2026.

Specifically, this study endeavored to determine the level of educational poster integration on the reading speed and comprehension scores of learners in terms of Curriculum-Aligned Poster Content, Poster Accessibility and Visibility, Teacher Modeling Frequency, Poster Design Complexity, and Frequency of Poster Integration. It also identified the learner's literacy proficiency. Then, it sought to find the significant relationship between level of educational poster integration on the reading speed and comprehension scores of learners and their literacy proficiency.

The following segments provide a detailed presentation and analysis of the level of educational poster integration on the reading speed and comprehension scores of learners in terms of Curriculum-Aligned Poster Content, Poster Accessibility and Visibility, Teacher Modeling Frequency, Poster Design Complexity, and Frequency of Poster Integration.

CONCLUSION AND RECOMMENDATIONS

The investigation evaluated the level of educational poster integration across five pedagogical dimensions to determine its impact on reading speed and comprehension. Findings revealed a very high level of integration in the district, demonstrating that teachers utilized visual aids as

active instructional tools. These results confirm that strategic environmental scaffolding serves as a vital safety net for literacy development. Given the local scope, school heads should institutionalize systematic poster modeling to sustain these gains in learners' literacy proficiency.

Teachers may maintain this very high level of integration by ensuring posters remain dynamic tools through consistent modeling and strategic placement. They are encouraged to intentionally design visual aids that evolve with the curriculum, prioritizing clarity and accessibility to ensure they continue functioning as active cognitive supports rather than static wall decorations.

Teachers may advance the instructional function of posters by incorporating more complex comprehension scaffolds like graphic organizers and inferencing prompts. Since learners are in the transitioning phase, teachers may utilize these visual tools to move beyond simple decoding, intentionally guiding students toward deeper meaning-making and higher-order literacy skills.

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