

SUCCESS STORIES OF READING REMEDIATION THROUGH THE LENS OF THE READING COORDINATORS

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ABSTRACT

The primary purpose of this study was to reveal the success stories of reading remediation through the lens of the reading coordinators among public schools in Mawab District, Philippines, focusing on their experiences, challenges, coping mechanisms, and insights. Employing qualitative phenomenological approach among eight reading coordinators, in-depth interviews were conducted by the researcher and the data were examined through thematic analysis. The findings revealed the success stories of reading coordinators are having struggling readers improve their reading skills, improving pupils with disabilities, boosting students' self-confidence, and achieving zero non-reader record. The challenges encountered by the reading coordinators when conducting reading remediation with students include lack of interest in reading remediation, absenteeism, lack of support and distraction from parents, time constraints, and finances for the remediation. The coping mechanisms utilized by reading coordinators to overcome these challenges include having a positive mindset and patience, dedication to work, use of a variety of teaching strategies, reward systems, and collaboration with other stakeholders. The findings also revealed the insights gained from the experience are having effort and patience in dealing struggling readers, being optimistic, flexible, and innovative, and having tailored approaches based on individual needs. Although, there were various strategies used in implementing reading remediation, teachers could still encounter challenges in conducting the remediation. Thus, this paper concluded with the recommendation that schools should have to prioritize the professional development of the teachers and provide them with the sufficient time and resources necessary to acquire abilities and knowledge needed to address struggling readers' individual needs and to implement successful reading remediation.

Keywords: reading remediation, experiences, challenges, coping mechanisms, insights, phenomenological research

1. INTRODUCTION

Reading is a key component in learning a language. The ability to read proficiently for students is essential in learning a language since it allows one to comprehend educational materials that are accessible worldwide and opens up a world of career prospects (Dessemontet et al., 2021). However, in assessing students' reading proficiency, it was revealed that more students have been classified into two major categories: developing and struggling readers (Cayabyab et al., 2023). Because of the alarming issue of students who lack the reading abilities required to fulfill the expectations of society, educators and policymakers developed several reading remediation and intervention programs that led to the success of developing students' reading proficiency.

In Australia, Main et al. (2023) revealed the efficacy of Direct Instruction program Reading Mastery in remediating students with reading difficulties in secondary schools. Slow pace of delivery and the additional extra training for adequate delivery of the program were the challenges faced by the educators and personnels in implementing it. Hence, educators and personnels provided resources to support the implementation fidelity. Despite the challenges encountered in the program implementation, the program delivery and students' reading abilities and confidence in reading improved over three years.

In the Philippines, particularly in Davao Region, Doronio et al., (2023) showcased the effectiveness of DepEd's Drop Everything and Read (DEAR) program in enhancing student's reading abilities. Moreover, it revealed

challenges experienced by educators in implementing the program such as insufficient support from schools and parents, resource scarcity, and engaging reluctant readers. These findings led on possible effects on both educators' well-being and program effectiveness. Therefore, educators involved methods include a strong dedication to their roles, collaboration with stakeholders, and using a variety of reading strategies that under the program to motivate and engage the students. Also, the findings contributed to the discussion within reading interventions, emphasizing educator's role in developing reading skills and fostering a love for reading.

In Mawab, Davao de Oro, Philippines, based on the positive result of the Phil-IRI Post Test in SY 2022-2023, the effective interventions of teachers were notably strengthened by the school-based reading programs. These programs seamlessly integrated targeted reading remediation and interventions that provide consistent and structured assistance that foster the progress of the reading proficiency of students who were identified as non-readers and belonging to the frustration level in Phil-IRI results.

This study, therefore, sought to explore the success stories of reading remediation through the lens of the reading coordinators. Past studies mentioned mainly effective reading remediation and intervention programs that improved students' reading abilities. However, studies about revealing the success stories of reading remediation by the reading coordinators have not been administered. Furthermore, this study needed to be done since the identified beneficiaries would have the potential to pursue excellence in enhancing students' reading abilities.

1.1 Research Questions

In order to arrive with a substantial content of this study, the following research questions were formulated:

1. What are the experiences of the reading coordinators in implementing reading remediation?
2. What are the challenges encountered by the reading coordinators in implementing reading remediation?
3. How do the reading coordinators cope with the challenges in implementing reading remediation?
4. What are the insights gained by the reading coordinators in the implementation of the reading remediation?

1.2 Theoretical Lens

This study was anchored on the Sociocultural Theory of Lev Vygotsky, which was proposed in 1978. This theory claimed that social interactions and cultural context have a significant influence on cognitive development. Central to this theory are the essential notions of More Knowledgeable Other (MKO) and scaffolding. The MKO who possesses greater expertise or abilities in a specific area will guide and support the learner within their Zone of Proximal Development (ZPD). Scaffolding entails the MKO providing structured assistance that decreases gradually as the learner gains mastery, promoting independent learning and cognitive growth. With this dynamic engagement, learners can improve their understanding and capabilities with the assistance of more experienced individuals.

In the context of reading remediation, sociocultural theory underscores the value of social interactions and cultural factors in literacy development. Reading coordinators, act as the MKOs, play a significant role in giving tailored support and guidance to struggling readers. Through scaffolding, they create learning experiences that bridge the gap between students' current abilities and their potential for growth, supporting progressive independence and skill development. Reading coordinators help students to overcome difficulties and succeed in their reading journeys by employing collaborative strategies within the ZPD.

1.3 Review of Related Literature and Studies

Successful Stories of Reading Remediation. There are numerous studies that revealed successful reading remediation to struggling readers. Kidlo et al., (2023) presented the effectiveness of Drop Everything and Read (DEAR) program and Boosting and Gaining Individual Word Understanding (BAG-IW) materials on the reading comprehension skills of elementary students belonging to frustration reading level. In spite of the challenges met in the program implementation such as resource constraints, stakeholders' support, and program's sustainability, it yielded success as teachers employed differentiation strategies in dealing the difficulties.

In addition, the result of the study conducted by Akyol and Boyaci-Altinay (2019) revealed that positive development of the students was produced when one-on-one studies or remediation were conducted with the students who had reading difficulties. This was supported by the idea of Tiew (2014) that teachers should give individualized instruction to each student.

Moreover, the findings of the study of Snyder and Golightly (2017) supported the Balanced Intervention program in remedial reading. The method utilizes both phonics and whole language approaches when teaching reading. The study revealed that the program is an effective way to enhance the basic reading skills of the students.

Also, the findings indicated that implementing a phonics-based reading intervention in combination with a sight-word reading program for students who struggled with fundamental reading skills exhibited positive gains in decoding, word identification, sight-word recognition, and reading comprehension skills.

Challenges in Reading Remediation. There were several challenges that could be experienced in implementing reading remediation. In the study of Acita et al. (2022), it revealed that some school districts are experiencing difficulty in increasing the essential funds to invest in their schools' resources, particularly in implementing remedial reading program. Added to that, the study of Sancada (2022) indicated that the lack of support from the parents, schools, and other stakeholders to the reading remediation program is also a challenge for the teachers. On the other perspective, the lack of established guidelines for remedial reading teachers creates a major obstacle in addressing reading remediation concerns. The roles and duties of reading specialists or remedial reading teachers remain unclear, causing uncertainty among educators (Pascaden et al., 2023).

As the challenge of remedial reading program is the increasing number of non-readers which originated from various factors, and the school and home environment influence the ability and reading interest of the students (Sancada, 2022), it is ideal to start teaching non-readers by providing them simple activities and later those complex ones with appropriate guidance (Pierce & Gillies, 2021).

Strategies in Reading Remediation. There are multiple variations of strategies in reading remediation that teachers and reading specialists have developed and utilized for students with reading difficulties (Fraser, 2021). According to Dudych (2015), students who experience reading difficulties need extra support to reduce the achievement gap by improving reading skills that are equivalent to those of their fellow students.

In connection, it is the teacher who impacts the approach to a certain program and who facilitates learning (Hoy et al., 2006). It is noted that teachers have obligation to guarantee that all students experience regular, rich, quality, tailored reading instruction and provide the appropriate tools for effective home reading instruction to happen. As school and home teams collaborate to support struggling readers, development in literacy skills is more likely to occur. Therefore, students will have the essential skills to catch up with peers who are performing at their grade level (Dudych, 2015).

Insights on Reading Remediation. There are numerous insights about reading remediation and how to implement it that could successfully develop student's reading abilities. When Mahapatra (2015) studied about the cognitive training and reading remediation, she stated that keeping in mind the reading difficulties of struggling readers, efforts have been made to remediate them through the development of some training programs.

Meanwhile, Atkinson-Cornthwaite (2012) expressed that early primary classrooms place a major emphasis on becoming effective readers. Thus, when students failed to develop effective reading skills, teachers look for effective remediation or interventions to help the students improve their reading skills. The key to successful reading instruction, whether remedial or otherwise, is a balanced technique which focuses on the emphasis on developing reading fluency, comprehension, and phonemic awareness. Further, providing feedback to students helps in the progress of developing their literacy skills (Crowe et al., 2021).

On the other hand, it is also vital to have collaboration among stakeholders in implementing remedial reading programs since collaboration among those people has the potential to essentially improve the efficacy of reading remediation (Abergos et al., 2024).

2. METHODS

2.1 Research Design

This study utilized a qualitative phenomenological research design. According to Creswell (2012), the purpose of qualitative study is to deeply explore, analyze, and interpret social phenomena within its natural surroundings. Moreover, phenomenology as a research design was used in this study as it explores and understands the lived experiences of individuals or the essence of consciousness, where essence is the phenomenon.

2.2 Research Locale

The study was conducted in the public schools of Mawab District, Mawab, Davao de Oro. Mawab is a landlocked municipality located in the coastal province of Davao de Oro, Philippines. It is 103 kilometers from Davao City, the regional headquarters of Davao Region, and 21.1 kilometers from the Provincial Capitol of Davao de Oro.

The municipality covers 136.10 square kilometers, which comprises 2.98% of Davao de Oro's total area. As of 2020 Census, the population was 39, 631. This accounted for 5.16% of the entire population of Davao de Oro.

Mawab District consists of fifteen elementary schools, four national high schools, and three integrated schools. The study focused on the four elementary department: Malinawon Elementary School, Bawani Elementary School, Tan-awan Integrated School, and Saosao Integrated School; and four secondary department: Lorenzo S. Sarmiento Sr. National High School, Nuevo Iloco National High School, Tuboran National High School, and Salvacion Integrated School.

Based on the SY 2023-2024 enrolment, in elementary department, Malinawon Elementary School had 350 Kinder to Grade 6 pupils; Bawani Elementary School had 160 Kinder to Grade 6 pupils; Tan-awan Integrated School had 68 Kinder to Grade 6 pupils; and Saosao Integrated School had 204 Kinder to Grade 6 pupils. In secondary department, Lorenzo S. Sarmiento Sr. National High School had 1,563 Grade 7 to Grade 10 students; Nuevo Iloco National High School had 467 Grade 7 to Grade 10 students; Tuboran National High School had 177 Grade 7 to Grade 10 students; and Salvacion Integrated School had 123 Grade 7 to Grade 9 students.

2.3 Research Participants

The participants in this research were selected through purposive sampling, a non-probability type of sampling. The sample preference was chosen based on the personal judgment and discretion of the researcher. The participants were the eight selected reading coordinators in Mawab District, whose participation was limited to these criteria: first, they must be reading coordinators who implemented successful reading remediation; second, they must have success stories in implementing reading remediation among students; and third, they must be willing to be a part of the study.

2.4 Data Collection

The study utilized a researcher-made Interview Guide for the In-Depth Interview. The data sources were obtained from the participants' experiences about their success stories in implementing reading remediation. The following procedures were carefully adhered to achieve better results:

First, the participants were selected through purposive sampling. The researcher sought permission from the Schools Division Superintendent and each School Administrator for the conduct of the study. Second, the researcher requested consent from the participants and asked them to sign a consent form verifying their voluntary participation. Third, the researcher discussed the purpose of the study and its methodology through individual orientations. Fourth, the materials required for the study were prepared, including the interview guide and audio recorder. Lastly, an in-depth interview followed, and the audio-recorded interviews have been transcribed to provide detailed information about the success stories of reading remediation through the lens of the reading coordinators. Furthermore, interviews were precisely documented and ensured with safekeeping.

2.5 Ethical Consideration

In this study, the researcher secured the confidentiality of the ideas of the participants and provided credibility so that the researcher would not lose participants' trust. Furthermore, the researcher considered utilizing the standards set by Mack et al. (2005), especially since the material that was provided by the participants was most likely personal and based on their own perspectives in this study. The following standards were set: respect for persons, consent, beneficence, confidentiality, and justice.

3. FINDINGS

Presented in this chapter are the success stories of reading remediation of the reading coordinators in Mawab District, their experiences, challenges, coping mechanisms, and insights gained that emerged from the information collected through the in-depth interview. The responses were submitted to content analysis, which revealed themes across all responses were determined. The findings were presented according to the order of the specific research questions employed in the study.

3.1 Success Stories to Share with the Experience as Reading Remediation Teacher

The themes in this section were coming from the specific research question 1.1 'What success stories can you share with your experience as reading remediation teacher?' The responses generated eight themes: improving the

level of reading skill of the pupil, struggling readers promoted to instructional level, non-readers able to read, improving pupils with learning disability, boosting self-confidence of the pupil to read, instructional level readers promoted to independent level, readers enthusiastically help non-readers, and achieved a zero non-reader record.

3.2 Particular Strategies or Interventions Believed to have Contributed to Reading Success

This section presents the results to the specific research question 1.2 ‘What particular strategies or interventions do you believe contributed to these successes?’ The following ten themes were: guided oral reading, repeated oral reading and time repeated reading, paired and peer reading, instructional materials, using technology with educational platforms, allowing the pupils’ own pace, giving award or token, integrate games, using variety of reading materials and strategies, and informing the parent and guardian on pupil’s reading status.

3.3 Describing the Support of the Stakeholders on the Reading Remediation

The themes in this section were drawn from the specific research question 1.3 ‘How would you describe the support of the stakeholders on the reading remediation?’ The responses created eleven themes: supportive parents, unsupportive parents, not seeking help from other stakeholders, collaboration with principal and co-teachers, very supportive parents, support from parents and LGU, motivation from school head, support from LGU and private sectors for learning materials, meeting and brainstorming with co-teachers, active support from stakeholders, and administrator providing the resources.

3.4 Specific Challenges Encountered when Conducting Reading Remediation Sessions with Students

The themes derived from the responses of the research participants to the specific research question 2.1 ‘What are the specific challenges have you encountered when conducting reading remediation sessions with your students?’ are demonstrated in this section. The twelve themes were: lack of interest non-reader, absenteeism of non-readers, lack of full support from parents, finances, no much challenges, distraction from parents, denial parents, time constraints, non-readers being bullied by readers, conflict of time, time schedule, and inconsiderate co-teachers.

3.5 Ways of these Challenges Affect the Overall Success of the Reading Remediation

The themes in this section were coming from the specific research question 2.2 ‘How do these challenges affect the overall success of the reading remediation?’ Following the content analysis of the responses, four themes were emerged: affecting success of reading remediation, significantly affect the overall success, affecting the whole result, and affecting the overall process.

3.6 Causes of the Challenges Encountered while Conducting Reading Remediation to Students

This section presents the results to the specific research question 2.3 ‘What are the causes of the challenges encountered while conducting reading remediation to students?’ The following eleven themes were: lack of interest, lack of study habits, time constraints, student easily get discouraged, lack of full support from parents, distraction from surroundings and social media, bullying, lack of enough resources, learning disabilities, language barriers, and absenteeism.

3.7 Typical Ways to deal with the Challenges Encountered in Implementing Reading Remediation

The themes generated in this section were from the responses to the specific research question 3.1 ‘How do you typically deal with the challenges you encountered in implementing reading remediation with your students?’ The following were the twelve themes: believing in oneself, having a positive mindset, having patience, informing parents, giving rewards to students and parent, love and dedication to work, using variety of reading strategies, continuously improving knowledge and skills, teamwork and collaboration with colleague, be flexible, love and passion for work, and acceptance.

3.8 Particular Strategies Found Effective in Overcoming these Challenges

In this section, the themes presented were drawn from the responses to the specific research question 3.2 ‘What particular strategies you find effective in overcoming these challenges?’ The following twelve themes were formed: communicate and seek ideas from school heads and colleagues, open communication with parents, use of differentiated instruction, integrate technology and educational games, make encouraging strategy, reward system, make positive reinforcement, flexible scheduling and individualized instruction with engaging materials, adapt changes with timely resources, integrating practical research, using of variety of reading materials and strategy, and peer reading.

3.9 Assistance from Stakeholders in Coping with the Challenges Encountered in Conducting Reading Remediation

The themes in this section were emerged from the specific research question 3.3 ‘How do the stakeholders assist in coping with the challenges encountered in conducting reading remediation?’ The responses created twelve themes: principal and teacher’s encouragement for parents and students, parents assist and monitor the students, teachers help to remediate, understanding and support from parents, very supportive teachers and school heads, responsive parents and LGUs, constant deliberation by stakeholders, communication, collaboration, and commitment of school, school head provides suggestions for improvement, stakeholders provide resources, open communication from parents, teacher and school head, and supportive parents.

3.10 Insights Gained from the Experience with Reading Remediation

In this section, the results were drawn from the responses to the specific research question 4.1 ‘What insights have you gained from your experience with reading remediation?’ The sixteen themes were generated from the responses: teaching struggling readers requires huge effort and patience, must have positive outlook, be creative and innovative, communication to stakeholders a must, be knowledgeable in finding suitable strategy, investigate deeper the non-reader background, let the child learn in one’s own pace, be flexible, have love and dedication to teach, reading remediation needs tailored approaches and constant support, make motivating strategy, must assigned reading specialist, apply encouragement and positive reinforcement, primary level must have reading advocates, it needs commitment and collaboration, and challenges in having uninterested students.

3.11 Realizations that Influenced the Approach to Reading Remediation

The themes in this section were emerged from the responses to specific research question 4.2 ‘What are your realizations that influenced your approach to reading remediation?’ The responses created fourteen themes: need to use different approaches, needs ample time for reading remediation, scaffolding of students’ needs, need for school reading specialist, teacher must consider students’ needs, need for deeper investigation, reading remediation requires effort, strategic ideas, passion and commitment, being positive, students need the right support, integrating social and emotional learning is beneficial, students need follow-up from parents, addressing challenges positively, extended patience, and apply positive approach.

3.12 Pieces of Advice for Teachers Conducting Reading Remediation

Presented in this section are the themes drawn from the responses to the specific research question 4.3 ‘What pieces of advice can you give to teachers conducting a reading remediation?’ The seventeen themes were formed: never forget to put extra effort, never forget to seek help, instill students the love of reading, orient and inform parents earlier, investigate student background, apply suitable strategy to student, be child-centered, have an overflowing patience, communicate with school heads, parents, and colleagues, need for planned activities, be innovate, be patient and consistent, build relationship to students, be well-informed, make collaboration with co-teacher, parent and other stakeholder, have dedication and love to students, and utilize different variety of strategies.

4. DISCUSSION AND CONCLUSION

This chapter includes the discussion and conclusion of the study that explored the experiences, challenges encountered, coping mechanisms used in dealing with the challenges, and insights gained from the experience with

reading remediation, which were aimed at understanding the success stories of reading remediation through the lens of the reading coordinators conducted in public schools of Mawab District, Mawab, Davao de Oro, Philippines. The discussion section presented the highlighted themes as a result of the interview, which were backed up by related literature and studies.

4.1 Success Stories to Share with the Experience as Reading Remediation Teacher

The emerging themes in this structured theme were improving the level of reading skill of the pupil, struggling readers promoted to instructional level, non-readers able to read, improving pupils with learning disability, boosting self-confidence of the pupil to read, instructional level readers promoted to independent level, readers enthusiastically help non-readers, and achieved a zero non-reader record. These were the success stories of the reading coordinators during the reading remediation.

Improving the level of reading skill of the pupil is one of the success stories of the reading remediation teacher. The teachers have played a part in overcoming student's plight in reading through consistency in assessing, applying different strategies, encouraging students, and monitoring them. When remedial program is successful, the program helped struggling readers in Grade 2 become more fluent readers. Since reading development happens in phases and no two students improve at the same rate, the kid must be brought to a point where one is mentally prepared to read. This validates the results published in the International Electronic Journal of Elementary Education in implementing a variety of tactics, such as reading intervention, to improve the efficiency of reading by getting rid of the problems faced by the students (Kasper et al., 2018).

Another emerging theme in the study is struggling readers promoted to instructional level. The study revealed that challenges are inevitable in facilitating the reading remediation. Amidst these hardships, the participants were able to achieve their goals which was to reduce the number of students under frustration level. The struggling readers were able to be promoted to instructional level at the end of the school year. As a result, the research participants felt proud and happy for their students.

In the study of Kidlo et al. (2023), it reveals the effectiveness of the Drop Everything and Read (DEAR) program as the intervention for students belong to frustration reading level. Despite the challenges experienced, it achieved its goals by utilizing differentiated strategies in dealing the said matter. Hence, the reading abilities of the target students were improved from frustration to instructional reading level. This remarkable progress is attributed to the personalized approach of remedial reading, which allows educators to address the unique needs of each student (Gerwing & Hawkes, 2023).

Through reading remediation, non-readers were able to read with the help of their reading coordinator. It is mentioned that there are really non-readers promoted at the higher level. Although there are a lot of challenges in reading remediation, these non-readers were able to finally read. The participants felt fulfilled and grateful at the end. Remedial reading programs have emerged as a crucial intervention for students struggling with reading disabilities. These programs aim to provide targeted instruction and support, enabling students to develop the necessary skills to read proficiently and overcome their reading challenges. Moreover, remedial reading programs have been shown to have a lasting impact on student outcomes. By building a strong foundation in reading, these programs can set the stage for improved academic performance across all subject areas, as reading proficiency is a crucial skill for success in school (Vaughn & Fletcher, 2021).

The participants have reported that improving pupils with learning disability is realizable through reading remediation. Students with learning disability is one of the greatest obstacles in teaching reading. They need special help and personalized strategies for their remediation. The participants mentioned some of their students have difficulty in phonemic awareness and pronunciation even after many repetitions. The study revealed that students with learning disability can be helped and aided by focusing on their needs and through consistency.

In the words of Wanzek and Vaughn (2010), reading remediation refers to educational interventions meant to help students with literacy difficulties become better readers. Evidence-based techniques are frequently employed in certain literacy areas, such as vocabulary, decoding, comprehension, and fluency. To help students develop excellent reading skills, reading remediation programs may include strategies and techniques such as guided reading, phonics and vocabulary education, and comprehension techniques.

After the reading remediation, boosting the self-confidence of the pupil to read was highlighted. The participants narrated those students who were struggling in reading had extremely low self-confidence. Some of the reasons mentioned were peer pressure and shyness. The process of reading remediation helped struggling readers to overcome their difficulties in reading. Consequently, the students not only gained skills in reading but also developed their self-confidence.

Studies revealed that teachers must establish students' motivation to read because during the elementary years, pupil's self-esteem and their motivation to learn significantly decline if they are unable to obtain basic reading abilities. When these students proceed to middle and high school, and they are still having trouble with reading, they exhibit a severe lack of enthusiasm for learning. Finally, their lack of self-confidence rocks the bottom (Guthrie & Wigfield, 2023).

Moreover, the instructional level readers promoted to independent level. The participants reiterated that there were students who belong to instructional level who were able to be promoted to independent level. The students were able to learn how to read aloud some materials like signages and words in the classroom or in the school. This was achieved through a reading remediation program.

Based on Solenberger (2023), the manner in which students learn is actively shaped by autonomous learning activities. Teachers must envision student's autonomy both within and outside of the classroom. The students' experiences are shaped by the types and degrees of support they receive from their parents, guardians, teachers, school personnel, and community members. Autonomous learning is a helpful tool for remedial learners since these activities can help them understand the content more fully.

Readers enthusiastically help non-readers overcome their reading difficulties. The participants revealed that the students who have improved their skills through reading remediation turn out to be enthusiastically helping other students how to read. The socialization and communication inside the classroom allowed the students to help each other through more knowledge others helping struggling ones.

Classrooms encourage meaningful interactions to students which also includes peer tutoring, even without the teacher's supervision. Partnered reading is suited for a variety of reading texts. With this strategy, the instructor can maximize the paired reading sessions and work with different students while the others read aloud. It appears to benefit readers of all ability levels while requiring less work from teachers. Peer reading is also less pressuring to struggling readers (Nation & Waring, 2019).

Reading remediation has paved the way to achieve a zero non-reader record in schools. The reading remediation includes pre-test and post-test where the participants were able to check the baseline and the results in the student's reading ability. The participants stated that the identified non-readers were promoted to a level higher, making them achieve zero records for non-readers at the end of the school year.

According to Gentilini and Greer (2020), non-readers in schools have long been a problem, but research indicates that focused reading remediation sessions can considerably enhance student performance. Developing pupils' reading ability is an important educational aim since reading competence may lead to better education possibilities and positive societal change. Implementing basic, time-saving measures can significantly improve kids' reading ability, attitudes toward reading, and drive to become better readers.

4.2 Specific Challenges Encountered when Conducting Reading Remediation Sessions with Students

The emerging themes in this structured theme were lack of interest non-reader, absenteeism of non-readers, lack of full support from parents, finances, not much challenges, distraction from parents, denial parents, time constraints, non-readers being bullied by readers, conflict of time, time schedule, and inconsiderate co-teachers.

The first emerging theme in this subset is the lack of interest of the non-readers. This is considered as a challenge in conducting reading remediation sessions with students. The target students have the tendency to have a lack of interest in the remediation sessions because they are not motivated and enthusiastic to join the sessions. The findings of this study revealed that the lack of interest in the part of the non-readers can adversely affect the teachers.

Mohalik et al. (2021) emphasized the impact of absenteeism and lack of interest among students. These are significant barriers to the success of remediation programs designed to support academic achievement. Chronic absenteeism, defined as missing 10% or more of the school year, is a widespread issue that has serious consequences for students' educational outcomes. Students who are frequently absent often struggle to keep up with instruction, leading to gaps in their understanding and poor academic performance. This is particularly problematic for students who are already behind and require remedial support to catch up (Balfanz, 2016).

Another challenging instance during the reading remediation sessions is the absenteeism of non-readers. This is considered a hindrance for the remedial teachers because they cannot maximize progress to the target students because the latter do not attend the reading remedial sessions. Because of this, the schedules and activities will be postponed or even changed. According to the participants, the structured plans for remedial sessions would not be successful without the religious participation of the target students.

In today's educational systems, chronic absence is becoming more and more common (Robinson et al., 2018). Struggling students are not receiving enough quality education in their foundational topics. Therefore, it is challenging for instructors and students to keep up with and grasp as it grows more widespread. The absence of core skills taught

in the early grades causes a lack of skills in the learner; impacting their scholastic path in the future (Morrissey et al., 2014).

Lack of full support from parents was another emerging theme for this study. The parents are the ones raising their children which means that they know their children, including their skills. Moreover, parents have the greatest access and proximity to guide their children and support them in reading remedial sessions. The findings of this study mentioned the direct need for parental support to their children during the remedial sessions.

In the works of Klemencic et al. (2014), children who do not have parents who are actively participating in their school activities are less likely to attend classes regularly, do well on tests, and continue their education after high school. Parents must be present and well-informed about their child's learning and difficulties. Parental participation at the school may take many different forms, including communicating with teachers, volunteering in school activities, helping out with reading tasks, and attending school functions like parent-teacher conferences or any other meetings.

On the other hand, finances are crucial matter in reading remedial sessions because it is a means to access more resources for the students. The participants mentioned that there were times when their schools were lack of funding and materials for remedial sessions. There were even times when they had to use their personal money for rewards and reading materials. In addition, the participants narrated how vital giving rewards were for the students. It helped in motivating students even just externally.

Acita et al. (2022) assert that some school districts are having trouble raising the necessary finances to invest in their schools' resources, especially when it comes to putting remedial reading programs in place. The majority of the schools in areas with high rates of poverty face difficulties and resource shortages. As a result, the scarcity of resources has an array of effects on the students.

There were instances when teachers did not encounter many challenges because there were many target students who were participative and supportive in the remedial sessions. The findings of the study revealed that participative target students ease the jobs of the teachers and it makes the teachers more inspired.

According to Frost (2007), there is scarcely any material addressing ideas on remedial reading. The remediation struggles of each school vary in their implementation and evaluation. Some schools might encounter a myriad of struggles but with sufficient interventions, they can still be successful. The majority of this research focuses on the complex roles of reading coordinators. Three factors influencing the identification of remedial problems are administrative assistance, interaction with the classroom, and literacy foundation.

Distraction from parents is one of the themes that emerged in this study. The students can get distracted by parents who are waiting for them or rushing them to get home. Remedial sessions are scheduled on breaks or class dismissals. However, some parents are waiting for their children within the proximity of the school. This distracts the students and the parents may or may not be aware of this.

Remedial students often face a unique set of challenges, including the potential distraction posed by their parents waiting for them and the denial of their academic needs by those same parents. These factors can create a complex and challenging environment for these students, necessitating a comprehensive approach to support their academic and emotional well-being. Research has shown that parents of children with academic difficulties, such as those requiring remediation, often rely heavily on instrumental support from various sources, including schools, parent support organizations, and other parents (Karnas, 2023).

Denial parents are inevitable in the reading remediation sessions of target students. Remediation sessions are discriminated by some parents because they were not well-informed of its purpose and benefits. The findings revealed that there were parents who were in denial on their children's inability to read or reading delays. Therefore, teachers must communicate the goals and purposes of reading remedial instruction. It should not be seen as a delay, but as an opportunity for development.

Research highlights the potential issue of parental denial, where some parents refuse to acknowledge the need for remediation, further complicating the situation (Karnas, 2023). The emotional health and well-being of parents of children with significant developmental disabilities, which can include learning disabilities, has also been identified as an important factor to consider in the success of reading remediation. These parents often deny their children's need for reading remediation because they get stressed out and overly worried. They too need emotional support, respite, and interventions to address challenging behaviors in their children (Hoyle et al., 2021).

Time constraints are acknowledged as an emerging issue in implementing reading remedial sessions. Teachers have main responsibilities for their students, and the reading remedial session is just a subordinate task for them. But reading remediation needs some emphasis for the reading progress of struggling readers. However, based on the results, there were factors that hindered the implementation of the said remediation. The participants mentioned that overlapping activities, other coordinatorships, and difficulty in managing workloads were some of the common struggles under time constraints.

Teachers are under pressure to fit in as many essential reading tasks as possible into a limited period. Most teachers' time in the classroom is wasted on preparation, communication and material distribution; thus, this takes time away from instructing pupils. Teachers may have a big influence on students, but there are several obstacles in their way. Many teachers hope that forthcoming educational programs will prepare them more effectively for these practical challenges in teaching reading (Schwartz, 2008).

Non-readers being bullied by readers is another theme that came out in this study. As simple as laughing can be a form of bullying for non-readers. There were times when skilled readers did not realize the detrimental effects of bullying on non-achieving students. The participants shared that there were non-readers who stopped attending classes because of fear and discouragement after getting built. Thus, teachers play a great part in educating children to avoid bullying and instilling sympathy for non-readers.

Bullying is a pervasive issue that impacts educational institutions globally, with remedial students being particularly susceptible to its detrimental effects. More harassment and discrimination are experienced by students, who already struggle academically; this adds to their cycle of discouragement and hopelessness. Regardless of the victim's academic standing, bullying in schools can have a significant and long-lasting effect on their overall performance (Obregon-Cuesta et al., 2022).

Conflict of time can also be challenging for students and teachers during remedial sessions. Some of the participants who were assigned to remedial sessions were also assigned to other responsibilities. The participants mentioned how hard it was to monitor religiously given that they are accountable for other school activities.

Solari et al. (2017) stated that conflicts of time are common in remedial instruction, which is the main reason why teachers must incorporate interventions to address them. Offering prompt and intense assistance to struggling readers is crucial to their academic performance. Struggling readers require a sense of urgency from their teachers to achieve considerable progress in a short amount of time, as changes and interruptions are unpredictable. To make the most of the limited time available, teachers must employ intentional tactics that engage students in active learning.

Time schedule is one of the obstacles that teachers and students need to overcome in remedial sessions. This is somewhat similar to the previous emerging theme, but only specific to teachers assigned for research coordinatorship. The class size in schools is big enough to consume teacher's time in teaching, assessing, evaluating, and monitoring them. Adding up remedial sessions would even be more time constraining.

In the words of Vaughn & Fletcher (2021), the struggle with time constraints in reading remedial instruction is a significant challenge for both teachers and students. Observation studies have found that surprisingly little class time is devoted to explicitly teaching the high-priority skills associated with improved reading outcomes. Teachers must be mindful of the limited time available and make deliberate efforts to maximize the amount of time that students are actively engaged in learning.

The last emerging theme for this subset is inconsiderate co-teachers. Not all teachers have the same understanding and feeling about remedial instruction. It is inevitable to have teachers who are inconsiderate of the target students. Based on the findings of the study, some teachers do not acknowledge and appreciate the progress made by non-readers because it is minimal, compared to normal progress of average to exemplary readers.

According to Murawski (2006), working with co-teachers presents considerable problems for remedial instructors, which might hurt their students' progress. One of the most pressing issues is a lack of recognition from co-teachers for the small but significant gains made by remedial students. This disconnect can lead to frustration and a sense of isolation for remedial teachers, who may believe their efforts are not being recognized or valued by their colleagues.

4.3 Typical Ways to deal with the Challenges Encountered in Implementing Reading Remediation

The emerging themes in this structured theme were believing in oneself, having positive mindset, having patience, informing parents, giving rewards to students and parent, love and dedication to work, using variety of reading strategies, continuously improving knowledge and skills, teamwork and collaboration with colleague, be flexible, love and passion for work, and acceptance.

The first emerging theme in the typical ways the reading coordinators deal with the challenges encountered in implementing reading remediation is believing in oneself. Teachers are considered the prime mover of the educational wheel. Students' learning and educational development are the teachers' accountability. Before the reading remediation, the teachers should establish a strong belief in one's self. The participants mentioned the tremendous challenges encountered in reading remediation. It would be impossible to achieve the remediation goals without full belief in one's ability.

Similarly, Bautista and Gatcho (2019) mention that the level of perception and self-belief teachers have in themselves affects the way they view their responsibilities in the reading remediation programs. These views influence

their set of goals, implementation of instruction, dedication, and administrative roles. Furthermore, the majority of academic experts assert that disagreements about the teachers' role in the reading remediation process are correlated with remediation program inefficiency.

Having positive mindset is also vital in dealing with the challenges in the reading remediation. The starting point of the remediation is the identification of the student's total inability or minimal struggles in reading. The succeeding steps include the task of designing the best interventions for struggling readers. Therefore, having a positive mindset is an indispensable requirement for teachers. In connection, the participants mentioned that an optimistic mindset was started in accepting all the challenges and responsibilities in the reading remediation process.

Finlay (2020) noted that instead of focusing on the challenges and negativities in the reading remediation process, teachers can shift their attention to the positive aspects. Several factors in the classroom may prevent the teacher from achieving the desired outcomes for the students. Scholars emphasized the significance of observing the overall classroom. Even when teachers have all the information and tools needed to give struggling students remedial support, there are classroom-related factors that can alter how well the interventions work.

Having patience is noted as an effective way to deal with the obstacles in reading remediation. The process of remediation starts from assessing student's reading levels to monitoring and giving them feedback. It is a long process which is subject to difficulties. The participants mentioned how overwhelming the tasks are paired with their regular workloads. Patience is the key to tolerating all the adversities in the reading remediation process.

According to Young (2016), the patience and devotion of remedial instructors are critical in creating a supportive and nurturing environment for struggling readers and nonreaders. These professors can help students overcome academic challenges and gain confidence in their abilities by providing undivided attention and social acceptance. Remedial teachers usually work with students who are struggling academically, which may be an extremely challenging task. They usually have to put in more effort and time to help these children reach their goals. Their patience and effort are essential to pupils' success.

Informing parents is a must during reading remediation because parents must be aware of their children's progress at school. The teachers must communicate to the parents the starting level of their children and the reason why remediation should be done. It is not easy to talk to parents about their children's shortcomings, but it can be done by being subtle and optimistic. The findings revealed that if the parents understood the need for reading remediation, they were most likely supportive during the remediation sessions.

Fraser (2021) noted that to effectively employ reading remediation programs, there must be close cooperation and constant communication among parents and teachers. This is what partnership means. Teachers must be ready to mentor parents along their children's learning journey or have backup plans ready in case parents run into problems implementing follow-up activities and teaching techniques for their children.

Giving rewards to students and parents is another theme that emerged in the reading remediation process. Target students and parents were encouraged because of the rewards and encouragement given by their remediation teachers. The rewards were given through games and reading tasks. It was emphasized that rewards should be given thoroughly because they would not be effective if given without hard work and dedication. On the contrary, if used and administered properly, rewards were fruitful.

In the study of Souders (2020), the reward system allows teachers to give target students confidence to be more of themselves in the remediation process. The struggling readers must accept their shortcomings and use them as motivation to improve and overcome their difficulties. Rewarding a pupil for a job well done may make it more likely that the student will stick with the engaging conduct.

Love and dedication to work were the qualities relevant for remediation teachers in dealing with the challenges in the reading remediation programs. The teachers were to stick to a core goal of helping the target students to improve their reading skills. Without the love and dedication, the teachers would not implement varied strategies and would not be committed to remediating the student's reading skills. Thus, love and dedication to work have paramount effect to the success of the reading remediation.

Dudyh (2015) asserts that to close the achievement gap and attain reading proficiency on par with their peers, pupils who struggle with reading should be given more appropriate assistance. Educators in the classroom must differentiate their methodology and create specific techniques that cater to the needs of their students. Therefore, phonological awareness skills instruction, a variety of reading resources, opportunities for immediate feedback, and opportunities for reading practice at home and in the classroom are all components of an effective instructional methodology.

Using a variety of reading strategies is another emerging theme in dealing with the challenges during the reading remediation process. There are no size fits-all reading strategies for students. The target students have their respective reading levels and learning styles. Because of that, teachers should have a repertoire of strategies for their

remedial students. One of the strategies mentioned in the findings was flexible scheduling, so the students could adjust the session time in case of class disruptions.

Allington (2014) cited that students differ in linguistic skills, prior knowledge, and attitudes, which also calls for a variety of teaching strategies to cater to each of them. These differences usually hinder common objectives from being realized in an inclusive classroom. To address all of the student's specific needs, co-teachers and reading experts must convene. Their expertise is a key component of breakthroughs in reading strategies. To provide the pupils with the proper instruction, teachers may need to utilize many lesson plans and teaching techniques.

Continuously improving knowledge and skills is another way to deal with the challenges in the reading remediation program. Change is constant in this world, and it can also occur in reading remediation. The participants mentioned that teachers must continuously seek knowledge and professional development in order to cope with challenging times. There are new breakthroughs in the academe today and more in the future. Therefore, teachers should be updated about the new strategies and interventions for reading remedial instruction.

Reading experts indeed need to continuously improve their skills and abilities. As a result, the International Reading Association (2010) requires reading specialists to demonstrate proficiency across all six defined prerequisites, which are professional learning, a literate environment, assessment and evaluation, curriculum and teaching, diversity, foundational knowledge, and leadership. According to these guidelines, a reading specialist's primary responsibility is to instruct and assess pupils and to also train in cooperation, coaching, and leadership (Lipp, 2017).

Teamwork and collaboration with colleagues are some of the themes that emerged in this study. The reading remediation program is not an individual and isolated task for the remedial teacher. It is a collaboration of the teachers, colleagues, students, and the rest of the stakeholders in the school. The participants mentioned the contributions of the more tenured teachers who are skilled in giving advice and suggestions in dealing with the said challenges.

As suggested by Bean and Goatley (2020), collaboration between the classroom teachers and the reading experts can effectively address the reading needs of struggling students. In their study, they engaged in working alongside professors rather than pupils at the secondary level. Working with the latter, the study has demonstrated how instructional practices have improved while also meeting the students' literacy demands.

To be flexible comes in handy in dealing with the challenges in the reading remediation process. Plans were made to avoid unnecessary problems and errors. However, unexpected interference might come that requires the teacher's flexibility to adapt to it. Flexibility also involves making suitable strategies and specific techniques for students based on the latter's needs. The findings revealed that teachers must be comfortable in adapting and changing some of their plans, but they should still be pointed towards the same goal.

Forsling (2019) emphasizes the value of didactic flexibility, which states that the effectiveness of a teacher's strategy depends on the teacher's use of the method itself. Teachers' adaptability and flexibility in the classroom influence their choice of strategies in various circumstances. It also has to do with how educators create social structures and supportive learning environments that are appropriate to the various changes or needs of the students.

Love and passion for work are compelling plans of action for dealing with the hurdles in the reading remediation process. Additional tasks are inevitable in reading remedial instruction. It was a hefty course of action, but the teacher's love and passion for work helped them survive and thrive in doing their reading remedial tasks. The participants mentioned that staying true to a teacher's core was a great way to shift from perceiving additional tasks as a burden to perceiving additional tasks as an opportunity.

According to Dudych (2015), reading remediation instruction is a wide-faceted task that involves the utmost dedication and passion from teachers. It is mentioned that instructors have a responsibility to ensure that every student receives consistent, rich, high-quality, individualized reading education and that they have the necessary resources to enable successful reading instruction. Hence, passionate and engaged teachers who are committed to their students' progress can make a significant difference in the outcomes of reading intervention efforts. Their enthusiasm, creativity, and dedication can inspire and motivate struggling readers, helping them to overcome challenges and achieve proficiency (Kangwa, 2022).

The last emerging theme in dealing with the challenges in remedial instruction is acceptance. Acceptance helped the teachers to build tolerance in dealing with the challenges in the remedial process. Some of the challenges include inattentive and uninterested target students. In a realistic sense, teachers could be put on their limits because of other contributing factors like burnout, stress, and too much workload. The participants accepted all the possibilities in the reading remediation and they were successful.

Arayssi et al. (2020) found that instructors' attitudes toward reading remediation are of paramount importance. Effective implementation of reading techniques relies on teachers' perspectives. Teachers' educational experience influences their perception of their ability to execute effective reading practices. Teachers should pick appropriate literary texts and reading techniques based on their experience and educational background.

4.4 Insights Gained from the Experience with Reading Remediation

The emerging themes in this structured theme were teaching struggling readers requires huge effort and patience, must have positive outlook, be creative and innovative, communication to stakeholders a must, be knowledgeable in finding suitable strategy, investigate deeper the non-reader background, let the child learn in one's own pace, be flexible, have love and dedication to teach, reading remediation needs tailored approaches and constant support, make motivating strategy, must assigned reading specialist, apply encouragement and positive reinforcement, primary level must have reading advocates, it needs commitment and collaboration, and challenges in having uninterested students.

The first theme that emerged as one of the insights of the teachers in the reading remediation is that teaching struggling readers requires huge effort and patience. Teachers are also emotional and human beings who can get tired and emotionally exhausted in the process of remediation. The remediation program is done in a whole school year which means it requires effort and patience to successfully fulfill the teacher's role in helping students overcome their reading struggles.

Accordingly, kids with reading issues are unwilling and hesitant to participate in classroom reading activities. This matter makes teaching even more straining for the teachers. However, the same students may perform similarly to their performing classmates when given the right environment and support by their teachers (Christo et al., 2009). According to Akyol et al. (2014), it is crucial to provide kids with the right help to help them overcome their reading challenges on their own.

Another vital theme is that teachers must have a positive outlook. The teachers focused on the positive side of the remediation program, instead of focusing on the adversities. Obstacles are indeed inevitable in the process and the workload for remediation is tiresome. However, the participants mentioned that they thought of optimistic things like learning new techniques and strategies on how to handle remedial students.

In the study of Finlay (2020), teachers must direct their attention toward the benefits of the reading remediation process rather than its drawbacks and negative elements. There might be several things going on in the classroom that keep the teacher from getting the results she wants for the pupils. Academics underscored the importance of watching the entire classroom. There are classroom-related variables that can change even when instructors have all the knowledge and resources necessary to provide remedial help for children.

Being creative and innovative are the insights emphasized by the teachers during the remediation process. Instances such as dysfunctional tools, disrupted schedules, and unavailable resources are common in the reading remediation program. The teachers must be creative and innovative in improvising materials to avoid disruptions in classes. Being creative is also beneficial for teachers in sustaining the interest of the target students.

Weaver (2014) mentioned that students who struggle with academic subjects benefit greatly from remedial instruction. However, the traditional method of remediation has frequently been criticized for being passive and boring. To address this issue, innovative educators must develop novel approaches to make the remedial process more interesting and productive. One important feature of this technique is the emphasis on creating an ecologically controlled model in the classroom.

Communication to stakeholders is a must according to the reading remediation teachers who have handled reading remedial classes in their schools. Communicating with the stakeholders such school heads, other teachers, and parents or guardians are crucial in the success of the reading remediation process. Problems and concerns must be communicated properly, so they will be resolved as early as possible.

Based on research, there is a strong relationship between stakeholder support and student achievement. The stakeholders in school including parents, school leaders, teachers, and community members must prevent the challenges and obstacles in reading remediation. The people who are immediately in the proximity of the remedial students such as families can aid in enhancing their education. They can establish an insightful relationship with the students (Abril et al., 2022).

Another insight learned by the remediation teachers is being knowledgeable in finding suitable strategies. A teacher must be in constant search for the best strategies for reading remediation. Teachers must assess their strategies according to the latter's strengths and weaknesses. This insight is vital for arriving at the best possible strategy used for the target students.

In the words of Williams (2016), students' reading achievement can be increased by seeking best practices for reading remediation. Putting optimal literacy practices and instructional methodologies into practice is beneficial in enhancing students' reading development. The main factors influencing reading success at the target school were outcome-based instruction which incorporates Bloom's stages of learning and supportive administrative initiatives from school leaders regarding reading remediation.

Investigating deeper the non-reader's background is another constructive insight emphasized by the reading remediation teachers. The standards set for the target students must not be subjective and suited for the teacher's skills but should be based on the students' base skills. The participants pointed out that inappropriate assessment of the target student's skills and needs can be critical to the success of the remediation process. The findings revealed that the teachers must not only evaluate the student's reading skills but also dig deeper into the student's family background and attitudes.

The study of Shahriza and Hasan (2007) emphasized how crucial home situations are to students' reading ability. It can either favorably or negatively impact such skills. The effects of poverty such as inadequate gadgets, tools, poor nutrition, lighting conditions, lack of motivation, absence of textbooks and reading materials, parents' literacy levels, and lack of support from parents and the community were all identified as potential causes of reading difficulties in the home environment.

It is also essential to let the child learn in one's own pace according to the reading remediation teachers. Each remedial student learns at his or her own pace. They must not be treated equally, and should not be given the same learning pace. The teachers must observe the students' learning pace and let them master the pace before gradually to a faster face. The results revealed that students who were forced to learn at an uncomfortable pace, are likely to feel pressured and discouraged to learn.

Osewalt (2014) noted that the best teachers reach all their students by giving the whole class a great experience and adapting materials for each student to learn in their own pace. Every classroom appears to have a variety of pupils with various needs; some are beneath grade level, while others are above. While some people learn best when they work in groups, others would rather work alone. Some pupils require extra assistance to help them in areas where they are weak along the way.

Being flexible is another emerging theme for the insights learned by the teachers in the reading remediation program. Being flexible means not sticking to one strategy when it no longer serves the best outcome. The teachers must feel comfortable modifying or completely altering their teaching strategies. The participants mentioned the importance of evaluating strategies and personalizing them based on their suitability for the target students.

In accordance with Little et al. (2014), differentiating instruction to support challenging students is made easier for teachers when modifications are made based on student's needs. When deciding how to differentiate instruction to address the needs of struggling students, teachers should depend on student data from their assessment and evaluation. Student learning outcomes are improved when reading interventions are implemented in the classroom with efficiency and consistency.

Having love and dedication to teaching is an indispensable insight learned by the teachers in the remediation process. Loving the job and the students could ease the weight of the remediation tasks for the teachers. The participants expected all the possible instances that may arise including challenges and interference. They also mentioned dedication and love of work can help in creating a supportive learning environment for the target students.

Remedial teachers' love and dedication to their work can ultimately have a big impact on the academic pathways of their pupils. Developing a good relationship with these underachieving kids is crucial because it can inspire them and support their academic success (Azeem, 2019). Research has shown that a close, supportive, and low-conflict environment between instructors and students has a good effect on children's academic progress as well as their social and emotional development (Bosman, 2015).

Reading remediation needs tailored approaches and constant support because according to the teacher, the target students have specific needs and one or two strategies would not be enough to address them. Approaches might be extremely, partially, or not effective at all. The participants mentioned adopting extremely effective strategies, adapting partially effective strategies, and discarding the ineffective ones. Ultimately, the participants could tailor features of these strategies to create new ones.

Teachers must possess a strong understanding of pedagogical strategies, classroom management, and a sufficient level of information about their students and the subjects to develop differentiated pedagogy. It also necessitates instructors' constant commitment to thoroughly assessing each student on an individual basis, looking for any disparities, and thoughtfully developing substitute tactics. This consistent effort enriches the teacher's knowledge and experiences in remediating students (Mengistie, 2020).

To make motivating strategy is another insight that can be learned in conducting a reading remediation program. The strategies to be used in the remediation sessions shall be effective in motivating the target students. There is a tendency for the target students can get bored when the teachers employ the same strategies repetitively. The findings revealed that motivation is an essential component in encouraging the target students to participate in the remedial reading sessions.

Educators are expected to be optimists because their outlook can significantly influence the feelings of remediation students. A negative attitude towards reading and low self-confidence has been created by some older

kids due to their frequent failures, which has discouraged them. Therefore, teachers must assist students in understanding the remediation program by outlining the efficient remediation plan before beginning an intensive reading remediation program (Lee et al., 2012).

According to the teachers, it is a must to assign reading specialist in each school. The reading specialist will be solely assigned for the development of the student's reading skills. The participants stated that the English teachers already have loads of responsibility and that adding the reading remediation even adds up to their burdens. With the existence of reading specialist, the remedial students will be more attended to.

In the study of Bufalino et al. (2010), it reveals the success of the reading remediation through the aid of a reading specialist. The reading specialist is a qualified reading recovery literacy teacher who conducted reading remedial sessions to struggling readers 30 minutes a day in 20 weeks. As a result, the struggling readers improved their literacy skills at the end of the academic year.

Applying encouragement and positive reinforcements are of foremost importance based on the lived experiences of the remedial teachers. The encouragement reinforcements can be in the form of words or tangible things. These can help the target students build their confidence and boost their performance. The positive reinforcements also encourage consistent behavior from the target the students. The findings revealed that the more encouragement and positive reinforcements employed to the students, the more that they will be encouraged to improve.

Positive reinforcement is an efficient way to promote and strengthen desired reading behaviors. Giving remedial students some incentives, compliments, or other positive feedback when they participate in reading activities, make progress, or display desired reading skills is known as positive reinforcement. Students must be encouraged to keep participating in reading remediation programs. This implies that educators ought to employ positive reinforcement as a means of motivating their remedial students (Zimmerman et al., 2022).

The participants included the need for primary-level students to have reading advocates. The formative years are important in building a foundation for student's reading skills. According to the participants, promoting non-readers will be futile since they will struggle to learn more advanced lessons because of their inability to read. The target students would just have a stack of learning delays because of it. Thus, the findings revealed that the student's learning delays shall be addressed at the root cause.

According to Atkinson-Cornthwaite (2012), becoming a competent reader is emphasized heavily in early primary classrooms. Teachers thus strive for effective remediation or interventions to help the children improve their reading skills when they fail to develop effective reading skills. Whether reading instruction is remedial or not, a balanced approach that prioritizes the development of reading fluency, comprehension, and phonemic awareness is essential to its effectiveness.

Another insight in conducting the reading remediation program is that it needs commitment and collaboration. The task of reading remediation is a handful. It is challenging to specifically identify struggling readers, implement interventions, and monitor progress. The participants mentioned that without commitment and collaboration with parents and the stakeholders, the teachers would do the reading remediation for mere compliance.

Abergos et al. (2024) assert that stakeholder commitment and collaboration are critical to the implementation of remedial reading programs because they can significantly increase the efficacy of reading remediation. Teachers should also think about efficient remediation schedules for kids, especially those who struggle with reading. This gives the students ample time to acquire the foundational skills required for success in their grades. Moreover, extending the duration of reading remediation may be a successful strategy that offers insightful information and data-driven techniques provided by researchers to achieve the intended outcomes.

The last emerging theme for this subset is the challenges in having uninterested students. It is inevitable to encounter uninterested students in the remedial sessions. This is because most of the target students do not have the motivation to learn. The participants mentioned the struggle in handling these types of target students and how crucial it was for them to apply the best strategies possible. They also added the support from their co-teachers to be extremely helpful in overcoming this challenge.

Lee et al. (2012) assert that the student's attitude and effort are also crucial for successful remediation because they will affect how quickly they learn. Interested and motivated students made more progress than those with a pessimistic outlook. As a result, educators ought to support struggling children to improve their reading comprehension by adopting a positive outlook toward reading remediation.

4.5 Implication for Practice

Based on the results of this study, the succeeding implications for practice are proposed:

On Success Stories to Share with the Experience as Reading Remediation Teacher. It can be inferred that the research participants were successful in improving the reading skills of both non-readers and instructional-level students, improving pupils with disabilities, boosting the self-confidence of the pupils, and achieving zero non-reader records. These success stories can be used as benchmarks for creating more structured reading remediation instruction that leads to more desirable results. The shortcomings of this reading remediation plan can be addressed, and deliberation can be done by school leaders and teachers.

On Specific Challenges Encountered When Conducting Reading Remediation Sessions with Students. Among the specific challenges encountered in conducting the reading remediation sessions were absenteeism and lack of interest for students, lack of support and distraction from parents, time constraints and finances for the reading remediation program, inconsideration from the co-teachers, and bullying issues for fellow students. All these challenges were centered on all of the people involved in the educational process. Each of them must be informed about their significant roles in the reading remediation program.

On Typical Ways to Deal with The Challenges Encountered in Implementing Reading Remediation. The teachers found light amidst the many difficulties in implementing reading remediation by being positive, patient, dedicated, collaborative, and flexible. The teachers must also be given the necessary professional and emotional support in order to make their responsibilities tolerable. They can also seek help from parents, co-teachers, school heads, and principals.

On Insights Gained from the Experience with Reading Remediation. The insights that were conveyed by the research participants were focused on teacher traits such as patience, optimism, flexibility, and innovativeness. They also stated that knowledge and expertise in the teaching pedagogy would be fruitful in reading remediation. It further reckoned that teachers must not only be knowledgeable of existing pedagogy but also well-informed about breakthroughs of the future. They can also go for continuous professional development.

4.6 Conclusion

Reading remedial education is a multidimensional and intricate process that necessitates a comprehensive approach to meet the various needs of struggling learners. Although there are many effective and validated studies, their successful applications frequently encounter substantial challenges in their implementation and practice. Because educators also experienced learning difficulties, schools may overlook research-validated strategies for students with learning disabilities. This is supported by Kurzweil and Galetta (2018), who stated that educational institutions must reassess and reorganize their processes to meet the changing demands of their students if they are to effectively satisfy the social and academic needs of a varied student body.

The structure of many educational institutions can unintentionally prevent the adoption of innovative teaching methods and organizational arrangements. This can happen when there is no consistent assessment and evaluation of the existing reading remedial programs. In order to address these issues, schools must place a high priority on the professional development of their teachers, giving them the time and resources needed to gain the skills and knowledge to practice successful reading remediation strategies. Finally, the successful implementation of reading remediation programs requires a comprehensive, multifaceted approach that addresses the unique needs of each student.

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