

READING REMEDIATION PROGRAM: THROUGH THE LOOKING GLASS OF THE IMPLEMENTERS

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ABSTRACT

This thesis investigated the ever-changing field of reading remediation programs, with a particular emphasis on the point of view of the educators responsible for these programs' administration and management. Six educators were asked to discuss their subjective experiences, difficulties, strategies for dealing with issues, and recommendations for improving reading remediation as part of this study, which used a qualitative phenomenological research design. Based on the data, it was determined that most educators had a great deal of difficulty while putting the program into action. Several educators felt that this job demands a significant amount of time since it requires them to participate in various tasks, including creating and planning instructional materials, the evaluation of students' progress, and communicating with parents. Furthermore, the findings of this research not only contribute to the existing knowledge of reading intervention but they also provide a valuable instrument for educators, administrators, and policymakers who are working toward the goal of enhancing the efficiency of reading remediation programs. From the point of view of educators, this research also offered a fresh and illuminating perspective on the process of reading remediation, which is of critical importance. As a result, it was suggested that school administrators should provide seminars and training to the teachers to assist them in overcoming the difficulties associated with the establishment of reading remediation programs. In addition to this, they underlined the critical relevance of fostering a strong partnership between teachers and parents in order to support students in attaining their full reading capacities.

Keywords: Reading Remediation Program, Challenges, Experiences, Coping Mechanism, Phenomenological Study

1. INTRODUCTION

Reading fluency and comprehension on what is read is crucial for children's future success. Research indicates that a substantial portion of the student body struggles with reading acquisition (Therrien, 2004). Early intervention may affect the evolution of reading issues. Hence, providing remedial reading programs to increase reading fluency and comprehension is crucial. These skills are especially critical throughout the early stages of development. Teachers do their utmost to help students who need it with reading remediation using this. Despite many studies by authors, academics, and teacher researchers, reading continues to be an issue, according to observations (Tomelden, 2019).

Teachers in the United States experience similar difficulties in putting reading remediation programs into practice worldwide. For instance, teachers frequently deal with problems that include limited resources, a wide range of learner demands, and insufficient training (Vaughn & Fletcher, 2012). Further adding to the complexity of program implementation are structural hurdles, including organizational restraints and demands from standardized testing (Allington & McGill-Franzen, 2018). These difficulties show that stakeholders, educators, and legislators must work together to address the complex problems relating to reading remediation programs. The study by Vaughn and Fletcher (2012) illuminates the reaction to intervention tactics used with reading-disabled secondary

school students, highlighting the challenges associated with meeting the requirements of individual students within more expansive educational institutions.

In the Philippines, teachers in reading remediation programs face many experiences, challenges, and motivations. Their experiences often involve navigating diverse classroom contexts and working with students from varying socio-economic backgrounds and linguistic abilities. Challenges commonly encountered by teachers include limited resources, overcrowded classrooms, and insufficient training in evidence-based reading instruction. Despite these obstacles, teachers are motivated by a deep commitment to improving students' literacy skills and fostering a love for reading. Their dedication stems from recognizing the transformative power of literacy in enhancing educational opportunities and empowering individuals to thrive in society (Arzadon et al., 2019). Additionally, teachers draw inspiration from success stories of students who make significant progress in their reading abilities, reaffirming the value of their efforts in facilitating positive learning outcomes. Through their perseverance and passion for teaching, educators in the Philippines play a vital role in advancing literacy development and nurturing a generation of proficient readers (Gonzales, 2018).

Many schools still have students who cannot read or have difficulty reading, even though the Department of Education has implemented many reading programs to improve students' reading skills. Following directives from the department, reading remediation programs have been reinstated in Davao de Oro's primary and secondary schools at the start of the school year 2022–2023. With the support of reading teachers who provide individualized lessons, learners falling behind in reading and writing may get back on track via school-based reading programs. In the study conducted by Golo and Tado (2024), they emphasized the need for ongoing implementation to maintain effectiveness and ensure learners continuing progress. However, many schools faced many challenges in implementing the programs. This frustrating issue with reading remediation programs cannot only be resolved by producing diverse written materials. Based on the practical implementation of reading programs in schools, there is little question that teachers hold the key to students' reading competency. The school can only achieve excellent reading performance and develop and enhance students' reading skills through effective policy implementation and reading intervention led by teachers (Cabalo & Cabalo, 2019).

1.1 Research Questions

1. What are the experiences of the participants as implementers of reading remediation?
2. What are the motivations of the implementers of Reading remediation?
3. What are the challenges faced by the implementers of reading remediation?
4. What are the suggestions of the participants to the teachers of students with reading problems?

2. METHODS

2.1 Research Design

The present study employed a qualitative phenomenological research design to better understand the teachers' experiences, difficulties, coping mechanisms, and teaching techniques in the reading remediation program. According to Creswell and Poth (2016), a phenomenological investigation discusses the substance of individuals' experiences by merging "what" they have experienced and "how" they have experienced it. It describes the everyday meaning of the lived experiences of multiple persons.

The phenomenological approach describes an individual's or a group's experiences. The qualitative and phenomenological approaches were deemed appropriate for this study because they could lead to more reading strategies and diverse participant learning experiences through in-depth interviews.

2.2 Role of the Researcher

The study was qualitative research; therefore, the role of the researcher was to attempt to access the ideas and perceptions of the participants. It involved people discussing things and topics that were personal to them. Some relevant experiences of the participants were fresh from their trail of memories that might have a flashback to specific episodes of their lives that may be difficult and painful. Therefore, Sutton and Austin (2015) suggested that the researcher should protect their responses and identity, especially on the most confidential topics.

Since the phenomenological approach would be used in the study, the researcher would have to explore the experiences of teachers facilitating the reading remediation program of their respective schools and their strategies to cope with the challenges through an in-depth interview.

2.3 Research Participants

This study included six teachers responsible for implementing a reading remediation program in Maragusan, Davao de Oro: Maragusan National High School, New Albay National High School, Magcagong National High School, Bagong Silang National High School, Tigbao Integrated School, and New Panay Integrated School. The reading teachers available and willing to participate in the research, regardless of their age, gender, or number of years in the profession, were selected using a purposive sampling technique for this study. Before conducting interviews with these participants, approval from Department of Education officials was obtained.

After being selected, they were provided with information regarding the study's methodology, purpose, and the tasks required during the data collection procedure. The researcher inquired about their availability and preferred location or platform for the in-depth interview (IDI) after they agreed to participate in the study.

The informants were also aware that the interviews were recorded for data analysis, even though they were conducted privately and treated with discretion. Their identities were kept confidential, and the recorded conversations were used solely for the study.

2.4 Data Collection Procedure

In data collection, the data gathered was first-hand information since the researcher used interviews and focus group discussions to collect data in this study. Moreover, the data gathered was considered a primary source since the researcher collected the data personally. These were the steps and procedures that the researcher employed in gathering the needed data for the successful conduct of the research.

First, a letter requesting authorization to conduct the research is written to the School's Division Superintendent of Davao de Oro. The research's goal and the fact that the study's informants would be junior high school students at the school were both stated in a subsequent message written to the school's head that was filed after the approved letter was received. The chosen informants were then asked for permission by the researcher. They received information regarding the study's goals, methodology, and their part in the entire research process.

The in-depth interviews were then conducted utilizing the study's validated questions. They were performed using each informant's location, platform, and timetable. They were informed that the interviews would be recorded while taking them. Nevertheless, they were guaranteed their anonymity and the secrecy of the conversations. Since in-depth interviews are the primary method of information gathering in phenomenological research, the participants were asked a series of organized questions. The participant questions effectively obtained the most pertinent data to address the study topics.

2.5 Data Analysis

The data analysis procedure used thematic content analysis to provide a descriptive presentation of the gathered data. An orderly summary of the study topics was developed by organizing and classifying the data based on themes using the recorded interview discussions. The analysis process involved a systematic review, refining themes for accuracy and coherence in interpreting interview transcripts. This iterative procedure ensured the reliability and objectivity of the study's findings, minimizing potential biases from the researcher's personal opinions.

3. FINDINGS

This chapter contains the study findings that address the research questions that investigated the viewpoints and experiences of teacher participants regarding implementing a reading remediation program. The study also investigates teachers' coping strategies and viewpoints about the program's implementation.

3.1 What are the experiences of the participants as implementers of Reading Remediation?

Two specific research questions were used to gather data and information for this significant research question. The questions were intended to collect information on the experiences of teacher participants in implementing the Reading Remediation Program.

Experiences as Implementer of Reading Remediation

The responses generated five themes: challenging, reading remediation hard to implement, rewarding, needs patience and dedication, and disappointing.

Challenging. Implementing a reading remediation program can be challenging since participants have many learning requirements and abilities that require customized techniques and personalized support.

Reading Remediation Hard to Implement. Teachers burdened with excessive workloads often need help to effectively implement reading remediation programs due to the overwhelming demands on their time and energy, leaving them with limited resources to dedicate to additional initiatives. The strain from an increased workload may impede the thorough planning, execution, and follow-up necessary for successful remediation efforts, hindering their ability to address the specific needs of students in the program. Informant 3 shared that he had difficulty implementing the reading remediation program as he has an overloaded class because of the teacher shortage in school.

Rewarding. We may contribute to developing a supportive and inspiring environment that promotes ongoing success and progress by thanking and honoring teachers for their efforts in enhancing learners' reading skills. For teachers, witnessing their learners' reading abilities advance is enjoyable. They feel rewarded when witnessing students' improvement, as it validates their dedicated efforts and instructional strategies. The fourth Informant likewise has the same experience.

Witnessing the progress of struggling students can be profoundly fulfilling personally and professionally for the teachers. Pianta et al. (2012) believed that when teachers see the fruits of their efforts in implementing effective teaching strategies and providing individualized support, it reaffirms their belief in their ability to make a difference in students' lives. This sense of efficacy and impact boosts teachers' morale and motivation, fostering a sense of accomplishment and job satisfaction. In addition, these teachers frequently establish meaningful relationships with their students, enhancing their understanding of fulfillment and dedication to their careers (Forlin & Chambers, 2011).

Needs Patience and Dedication. To excel in a reading remediation program, teachers must possess patience and unwavering dedication, as progress is typically gradual and necessitates ongoing effort. According to Informant 5, teachers should exhibit patience and commitment.

Disappointing. Many research participants expressed disappointment when talking about their experiences putting the reading remediation program into reality. They express disappointment in its overall efficacy and annoyance at the lack of support they received during the process. These participants mentioned resource constraints that made adapting treatments challenging or offering additional instructional support when necessary. A reading remediation program may leave teachers disappointed for many different reasons. Informant 6 cited the students' lack of motivation and interest as one reason for her disappointment.

Best Practices in Reading Remediation

The following themes served as results: conducting rigid follow-up, showcasing students' talents and skills, an intensive one-hour reading program, individualized and targeted instruction, systematic reading skills teaching, and introducing a reward system.

Conducting of Rigid Follow-up. To track students' progress and ensure their continuing engagement in the learning process, it is imperative that teachers closely supervise the students participating in reading remediation programs. The continuous monitoring not only detects areas requiring further focus but also inspires students by showcasing the program's dedication to their achievement.

Showcasing of Students' Talents and Skills. Guthrie et al. (2004) assumed that showing off your reading skills can be a great way to improve. Studies have shown that giving students chances to use their reading skills in real-life situations can improve their understanding and interest. This idea was supported by Hiebert and Wilson (2004). Participating in reading activities that allow individuals to demonstrate their abilities promotes a feeling of achievement. It enhances self-assurance, ultimately inspiring them to read more and enhance their skills. By exhibiting their skills, readers develop a more substantial commitment to learning, significantly improving reading proficiency. Informant 3 stated that one way to build student's reading skills is to encourage them to participate and showcase their reading skills.

Intensive One-hour Reading Program. Including an Intensive One-hour Reading Program inside a reading remediation program is essential since it offers concentrated and targeted practice to tackle specific reading difficulties effectively. This dedicated hour allows students to engage in focused and intensive training, get particular support, and have sufficient time to make substantial progress in their reading skills. Informant 3 thinks that an intensive one-hour reading program can be a great way to support students' reading skills.

Individualized and Targeted Instruction. According to Vaughn et al. (2016), individualized instruction facilitates the acquisition of essential reading abilities, including decoding, fluency, vocabulary, and comprehension. It allows students to progress quickly and enables educators to pinpoint areas requiring enhancement and deliver focused instruction and assistance. Informant 4 shared that individualized and targeted instruction is one of their best practices in implementing a reading remediation program. A structured follow-up allows teachers to provide individualized instruction tailored to each student's needs and ensures that students receive the necessary support to improve their reading skills.

Systematic Reading Skills Teaching. Informant 5 pointed out that their best practice in implementing their reading program is teaching the learners systematic reading as it involves a structured and methodical approach to developing reading proficiency in learners and includes different instructional tools to catch students' interest. It involves a structured and sequential approach to teaching students the foundational skills necessary for proficient reading (Pikulski & Chard, 2005). This method is like following a clear and step-by-step plan to teach students the basic skills they need for good reading. It helps students learn one thing at a time in a logical order. By doing this, teachers ensure that students understand the essential skills for reading in a clear and organized way. So, this systematic teaching method is beneficial in making sure students get the hang of reading well.

Introduction of Reward System. Informant 6 asserted that giving points and awards encourages students to engage with and take part in the reading remediation program. She thought incentive-based systems like points and rewards could be valuable tools for teachers to spark students' interest in reading. These strategies would encourage confident students to read more frequently and enthusiastically, even though they differ for all students.

3.2 What are the motivations of the implementers of reading remediation?

Three specific research questions were used to gather data and information for this significant research question. The purpose of the questions was to collect data regarding the motivational factors that drove teachers' participation in implementing the reading remediation program.

Motivations for Implementing Reading Remediation

This section presents the themes derived from the research informants' responses to the specific research question 2.1, 'What are your motivations for implementing reading remediation?' The reactions generated four themes: make an impact on learners, develop students' reading abilities, reduce the number of non-readers, and be motivated by colleagues.

Make an Impact on Learners. It may be gratifying for teachers to see struggling readers progress and gain greater confidence in their reading ability. Teachers are encouraged to continue their remedial efforts because they receive personal satisfaction from witnessing a student's success and making a positive impact on learners. These teachers recognize that reading is a fundamental ability that impacts all facets of students' education. The long-term effects on their student's future learning and academic success motivate them to devote their time and effort to reading remediation.

Develop the Reading Abilities of Students. Many teachers believe their job entails positively influencing the lives of the children they educate. Implementing reading remediation allows them to directly assist students who might otherwise struggle academically and with reading. According to Informant 1, she was motivated to put the reading remediation program into place so that she could help students improve their reading abilities and boost their self-confidence.

Reduce the Number of Non-Readers. Teachers want to lower the number of students who cannot read because it fits their mission to provide equal educational chances, support academic success, encourage personal and social growth, and prepare students for the future.

Motivated by Colleagues. Teachers can successfully run a reading program with the help of their colleagues, who offer advice, support, tools, feedback, emotional support, and a sense of shared responsibility. According to Informant 3, working together can make things better and more fun for teachers and students.

Through collaboration, teachers can benefit from their peers' collective wisdom and experiences, gaining valuable insights into effective instructional strategies, assessment techniques, and intervention methods. Moreover, working together fosters a sense of camaraderie and shared responsibility among educators, creating a supportive professional community where teachers can lean on each other for advice, encouragement, and emotional support. This collaborative approach not only enhances the quality of the reading program but also makes teaching and learning more enjoyable and rewarding for teachers and students alike.

Joys in Implementing Reading Remediation

This section presents the results to the specific question 2.2, 'What are your joys in implementing reading remediation?'. After subjecting the responses to content analysis, the following themes emerged from the responses: seeing students' improvement and seeing students succeed.

Seeing Students' Improvement. The results show that reading teachers share the same joy when the students improve and succeed. Teachers derive immense satisfaction and a deep sense of contentment when their students show progress and grow in the reading remediation program. Studies have consistently demonstrated that teachers enjoy observing their students' development and advancement (Miller, 2019). Informants 2, 3, 4, 5, and 6 claimed that one of the best things about giving the students reading help is seeing them improve academically. They keep doing their tasks because they want their students to do well and grow.

Seeing Students Succeed. Informant 1 mentioned that seeing how much the kids have improved in reading makes her feel good. She thinks witnessing struggling readers succeed is a great way to keep her going and a reward for her hard work. The satisfaction of seeing students become confident, proficient readers leaves a lasting impact on teachers and reaffirms their belief in the power of education (Miller, 2019).

Reasons for the Motivation in Doing Task

The themes in this section came from the research question 2.3: 'What keeps you motivated in doing your task as a reading remediation implementer?'. The responses generated four themes: thinking of the goodness for the learners, being driven to assist students' reading difficulties, seeing the positive impact on students' lives, and concern for students' future.

Thinking of the Goodness for the Learners. Informants 2, 3, and 4 are driven to do their jobs in the reading rehabilitation program because they care about the students' future and want to make reading a passion for life. This internal motivation is a strong reason for teachers to keep doing their jobs as reading improvement implementers.

Being Driven to Assist Students' Reading Difficulties. Teachers use reading remedial because they want their students to do well and grow. Informant 1 shared that seeing a struggling reader improve is very satisfying, even if only a little. Researchers have found that teachers know how important it is to give students the skills they need to do well in school and their future jobs (Smith et al., 2021).

Concern for Students' Future. Informant 6 said she wanted children to understand the importance of learning the reading skills they need to do well in school and life. By giving students practical reading help, teachers give them the tools they need to solve academic problems. This, in turn, improves their chances of going to college and getting a good job (Garcia & Nguyen, 2018).

3.3 What are the challenges faced by the implementers of reading remediation?

Three specific research questions were used to gather data and information for this significant research question. The questions were intended to collect information on the challenges faced by the teacher-participants in implementing the reading remediation program.

Challenges Faced as Reading Remediation Implementer

The themes in this section came from the specific research question 3.1, 'What are the challenges you faced as a reading remediation implementer?' The responses generated seven themes: unsupportive parents, students' inability to recognize letters, skeptic teachers, time-consuming programs, inadequate reading materials, lack of time, and unmotivated children.

Unsupportive Parents. Informants 1, 2, and 6 find unsupportive parents challenging in implementing the reading remediation program. They believed parents' involvement and support can significantly impact a child's reading development. Baker (2016) stated that parental participation in reading has also been associated with increased motivation and pleasure in reading, promoting a lasting passion for acquiring knowledge.

Students' Inability to Recognize Letters. Pupils' inability to identify letters in a reading remediation program poses a significant obstacle to their reading progress, as letter recognition is the cornerstone of reading. Conquering this obstacle is crucial since it unlocks the pathway to enhanced reading abilities and understanding. Informant 1 shared that the student's failure to recognize letters was another challenge in implementing the reading remediation program.

Skeptic Teachers. The trust of teachers against the introduction of a reading program presents another challenge in the reading program's implementation. Regarding new projects or programs, teachers may have reasonable misgivings or worries. While some implementers are dedicated to their jobs, some need clarification on the program. Smith (2019) says that these teachers are hesitant to try new ways of teaching because they need more proof or experience to support them. This lack of confidence can make people not want to fully apply the program, which could make it less effective at helping students.

Time-consuming Program. Informant 3 revealed the challenges he encountered when implementing the program. According to him, the lack of adequate reading instruction time makes it difficult for teachers to meet their students' learning needs. The National Institute for Literacy (2001) also says that teachers who need more time for individualized teaching may not be able to meet the needs of each student, which might negatively impact their overall reading success.

Inadequacy of Reading Materials. Students in the same classroom often have different learning goals and skills. Informant 4 said that some of her students may need more individualized teaching or extra help to learn how to read, which makes it hard for her to meet the needs of all of her students since the availability of reading materials is limited. Access to suitable resources can help teachers' efforts to provide differentiated instruction tailored to individual students' needs (Smith & Johnson, 2020).

Lack of Time. Classrooms contain students with diverse learning needs and abilities. Some may require more individualized instruction or additional support to master reading skills, making it challenging for teachers to meet all students' needs effectively.

Children Not Motivated. Informant 6 asserted that the one challenge she had encountered in implementing the reading program was dealing with unmotivated students. These students have different reasons for not wanting to participate. Students might not want to go to reading remediation programs because they think the programs are irrelevant to their goals or interests (Wigfield & Eccles, 2000). A lack of motivation to do reading remediation tasks may also be caused by bad experiences in the past or low self-efficacy in reading (Deci & Ryan, 2000).

Problems Encountered with Students Involved in Reading Remediation

The following themes were created: students' lack of interest, problems with time management, non-participation, and inattentiveness.

Students' Lack of Interest. Students' lack of interest in reading remediation classes is a serious problem that needs to be addressed in several ways. Informants 2, 3, and 5 had this issue when implementing their reading remediation program. Research conducted by Hidi and Renninger (2006) found that teachers' instruction and learning environments play a critical role in motivating students. They emphasize that students' interest significantly influences their reading engagement and persistence.

Problem with Time Management. Informant 1 expressed her struggle to find adequate time for ongoing assessment, intervention planning, and tracking progress, all essential for effective reading remediation. Time-management issues in reading remediation programs make it hard for teachers to meet students' different demands.

Research conducted by Fuchs et al. (2014) underscores the significance of intense and focused training for struggling readers, which can be challenging to accomplish within a limited timeframe. They emphasize that time constraints can hinder the implementation of targeted and personalized instruction, reducing the effectiveness of reading remediation programs. Moreover, the National Reading Panel (2000) highlights the importance of providing extended time for intensive and systematic interventions to effectively address the diverse needs of struggling readers. However, the constraints of a fixed class period may restrict teachers' ability to provide the necessary support and instruction required for optimal reading growth (Allington, 2001).

Students not Participating. Many students want to avoid going to reading remediation classes. Informant 3 said getting students to join the reading remediation program took much work. He said this problem needs to be addressed because it can stop kids from doing well in school and limit their potential.

Inattentiveness of Students. Another area for improvement when implementing a reading remediation program is the student's lack of focus. Teachers often have this problem in reading class, as Informant 6 experienced.

Coping with the Challenges Faced in Implementing Reading Remediation

The following themes were created: seeking assistance from the principal and colleagues by being optimistic, encouraging students and teachers to be more motivated, staying updated, determining priorities, and finding time to take a breather.

Seeking Assistance from the Principal and Colleagues. This theme meant that by seeking assistance and involving the school principal and colleagues in the reading remediation program, teachers are more likely to receive the necessary support and collaboration to make the program successful and benefit the students. Kelley and Thornton's (2009) research shows that collaborative work and helpful leadership make teachers stronger and healthier.

By Being Optimistic. Some reading teachers said they can cope with problems in implementing the program by cultivating optimism. Optimism is contagious. Students may be more driven and interested in learning when their teachers are excited and optimistic about a remediation program.

Encourage Students and Teachers to be more Motivated. Getting students and teachers more interested in the reading remediation program is essential to improve learning outcomes, create a good learning environment, and boost confidence. Motivation is critical in getting people to work toward their educational goals and having an effect beyond the classroom. Informant 3 declared that encouraging students and teachers to be more proactive in the program will help lessen the challenges in implementing the program.

Stay Updated. This theme suggests that teachers should use technology to help students who need it in the reading remediation program. Students can have more fun and connect with reading with the help of educational apps, online resources, and digital platforms. According to Tschannen-Moran and Gareis (2015), staying informed about best practices for reading instruction and engaging in continued professional development are essential

strategies for teacher effectiveness. By remaining abreast of the latest research and advancements in reading instruction, teachers can enhance their knowledge and skills, ensuring they are equipped with the most effective strategies to support their student's reading progress.

Find Time to Take a Breather. Recognizing the limits of attention span, teachers should schedule short breaks during reading sessions to allow students and teachers to recharge and refocus. Taking a moment to unwind and recharge is not just a luxury- it is necessary to maintain well-being and effectiveness in the classroom.

3.4 What are the suggestions of the participants to the teachers of students with reading problems?

Four specific research questions were used to gather data and information for this significant research question. The questions were intended to collect information on the teacher participants' suggestions for implementing the reading remediation program.

Suggestions to Teachers of Students with Reading Problems

The responses generated five themes: be more patient, convince students to participate in the program, be more resourceful and patient, be patient and adaptable, and identify students' levels.

To Be More Patient. Being patient is vital for teachers who work with students who cannot read because it lets them give these students the help, support, and understanding they need to improve their reading skills and, more importantly, their self-confidence and love of learning. Chen and Rao (2019) stressed the significance of understanding each student's unique learning needs and providing individualized support, aligning with research highlighting the positive impact of teacher patience on student learning outcomes.

Convince Students to Participate in the Program. Students must be convinced to participate in the reading remediation program to overcome any resistance or disinterest. This guarantees they actively participate in activities that improve their reading abilities. Informant 2 said that for the reading intervention program to work, students must be persuaded to adhere to it consistently.

Be More Resourceful and Patient. Students who do not engage in reading might exhibit various skill levels and possess varied reasons for their non-reading behavior. They may experience learning disabilities that hinder their reading abilities, while others may have had limited opportunities to engage with reading materials. To address their unique needs effectively, it is essential to approach these students with patience and understanding.

Be Patient and Adaptable. Each student is different, and reading problems can have many root causes, such as learning disabilities, language hurdles, or insufficient reading experience. Informant 4 suggested that teachers must be patient and adaptable to meet these students' needs.

Identify the Level of Students. Informant 5 recommended that teachers ascertain their students' reading proficiency and employ instructional approaches tailored to address their specific reading difficulties. Teachers can make sure that their lessons meet the needs of all of their students by first finding out what level of reading each student is at. This fits with studies like the one by Vaughn and Linan-Thompson (2004), which showed that differentiated instruction positively affects how well students learn.

Pieces of Advice to Teachers Assigned as Reading Remediation Implementers

The responses generated five themes: adapt lessons to students' individual needs, put teachers' hearts into it, be more hands-on, monitor students' progress, and convene a meeting among implementers.

Adapt Lessons to Students' Individual Needs. Classrooms may consist of students with various learning needs and abilities. Specific learners may need personalized education or assistance to acquire proficient reading abilities. Informant 1 recommended that teachers tailor lessons to suit the particular requirements of the students.

Put Teachers' Heart into It. Committed teachers are the essential and fundamental components of reading intervention programs. Their dedication to assisting struggling readers in overcoming their difficulties is crucial in guaranteeing that every student can acquire this critical ability. Thus, informant 2 said that teachers as program implementers should do the task religiously. Teachers can get their students more interested in learning by showing passion and dedication. This creates a good learning setting that helps students do well in school.

Monitor Students' Progress. Regular monitoring enables educators to assess the progress and advancement of children's reading skills over time. According to Informant 4, it is crucial to closely observe students' progress to evaluate whether they need to change their instruction. This implies they can offer further assistance or present more demanding tasks to individual students following their progress. By regularly checking students' progress, teachers can see where they are doing well and where they need to improve. This lets them give targeted help and individualized lessons (Fuchs et al., 2000).

Convene for a Meeting Among Implementers. Experienced teachers possess invaluable perspectives and optimal methodologies in reading instruction. Informant 6 stated that collaborating with colleagues can result in the exchange of efficient strategies, resources, and teaching techniques that have proven helpful in their reading rehabilitation program.

Suggestions for Parents and Students with Reading Problems

The responses spawned five themes: full support of the parents, parents to encourage children with reading problems, parents to give their children undivided attention, and to maintain open communication with teachers.

Full Support of the Parents. Informants 1, 3, 5, and 6 have expressed that parents should provide unwavering support for their child's reading. As stated by Jones (2016), providing unwavering support and encouragement to a child who struggles with reading is one of the most critical factors in determining whether or not a reading remediation program will be successful. Students are more likely to acquire favorable attitudes towards reading, and experience enhanced reading outcomes when their parents actively engage in their children's reading journey by offering undivided attention and support (Miller, 2019).

Parents to Encourage Children with Reading Problems. According to Informant 1, participating in the reading remediation program can significantly benefit students' literacy skills and academic performance. By actively encouraging their students to take part in the program, parents can provide them with valuable support and opportunities for improvement.

Parents to Give their Children Undivided Attention. Informant 2 stated that parents of these struggling readers should devote their complete attention to their children to assist in monitoring them.

To Maintain an Open Communication with Teachers. Informant 4 asserted that parents should establish a transparent line of communication with their children's teachers to monitor their reading progress. Collaboration between parents and teachers builds a feeling of partnership and mutual understanding, essential for supporting students' academic success and well-being (Epstein & Sheldon, 2016).

Suggestions for a Successful Reading Remediation Implementation

The following themes were created: introduce various strategies, take work seriously, hire a reading specialist, and commit to program implementers.

Introduce Various Strategies. This theme entails integrating various approaches to aid struggling readers in enhancing their reading proficiency. These solutions encompass a range of methods, resources, and teaching techniques that specifically address the many needs and obstacles faced by students who struggle with reading.

Take Work Seriously. This theme suggests that teachers should take their role in reading remediation seriously because it significantly impacts students' scholastic progress, personal growth, and general well-being.

Hiring of a Reading Specialist. Informant 3 emphasized the need for a reading specialist dedicated exclusively to the reading remediation program. Hiring reading specialists or experts in the field can significantly enhance such programs' effectiveness and alleviate teachers' workload (McKenna & Stahl, 2019). These specialists bring specialized knowledge and skills in evaluating, diagnosing, and addressing the unique reading needs of students, which is essential for fostering their reading growth and academic achievement.

Commitment of Program Implementers. Informant 6 proposed that the teacher-implementers, parents, and students demonstrate complete dedication to their responsibilities and duties in the reading remediation program. By

combining the efforts of all the persons involved in the reading remediation program, every child has the chance to learn how to read well and do well in school.

4. CONCLUSION

The experiences of teachers who use reading rehabilitation programs show how committed and dedicated they are to helping students with trouble reading become literate. To open up the world of reading for their students, they use new ideas, patience, and a deep understanding of each one's specific needs. Along the way, they have worked hard to remove obstacles, encourage a love of reading, and ensure no child is left behind in the quest for literacy.

These experiences also show how important it is for teachers to keep learning, work together, and use flexible teaching methods. To help students improve their reading skills, teachers must keep up with the latest studies and teaching methods to help students with constantly changing problems. Success also depends on how well teachers, administrators, parents, and experts work together to give all-around help.

Despite problems and failures, these teachers' strength and optimism shine through. They motivate us with stories of success and change, like how students who used to be afraid of reading problems become confident and able readers. The stories of teachers who run reading remediation programs remind us of how important good education is and how committed teachers shape the futures of the students they teach.

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6. REFERENCES

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