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**TEACHERS' AND LEARNERS' EXPERIENCES IN THE IMPLEMENTATION OF  
"HANDUM: PAGBASA KO, FUTURO MO," A REMEDIAL READING  
PROGRAM: BASES FOR PROGRAM ENHANCEMENT**

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**ABSTRACT**

This study examined the experiences of teachers and learners in the implementation of the remedial reading program, "*Handum: Pagbasa Ko, Futuro Mo*", as a basis for program enhancement. Data were gathered through in-depth interviews with twelve (12) purposively selected participants. Findings revealed six themes from the teachers' experiences: progress among struggling readers, rewarding experiences for reading teachers, strong support from the school head and fellow teachers, learners' absenteeism and poor study habits, learners' lack of interest, and inadequate instructional materials. On the other hand, four themes emerged from the learners' experiences: improved reading fluency and comprehension, gained confidence, enhanced motivation to learn, and experienced difficulties in pronunciation. Based on these findings, the study recommended that "*Handum: Pagbasa Ko, Futuro Mo*" be continuously monitored and strengthened to further enhance reading literacy and support learners' overall development.

**Keywords:** *Handum: Pagbasa Ko Futuro Mo, Remedial Reading, Program, Bases, Program Enhancement*

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## INTRODUCTION

Reading is a fundamental skill that supports academic success across all subjects. However, many students struggle with reading proficiency due to learning difficulties, limited exposure to reading materials, and ineffective instructional strategies. To address this, schools have implemented remedial reading programs for students who fall behind in reading skills.

As part of the School Improvement Plan, remedial reading classes have been conducted for several years. It was found that at least 10% of Grade 7 students, or 10 out of 100, had very poor reading skills and were struggling in almost all subject areas. Through these remedial classes, significant improvement was observed. Subject teachers noted that students became more confident and more engaged in class, largely because their improved reading skills helped them meet academic demands.

Building on this success, the "*HANDUM: Pagbasa Ko, Futuro Mo*" project has been implemented since 2023 to further develop students' reading skills and help them reach their full potential. This initiative is aligned with the DepEd Central Office's Brigada Pagbasa Program and the SDO-Iloilo's Contextualized Bulig Basa Project, both of which aim to strengthen reading culture and provide focused support to learners who need it most.

All Grade 7 students were informed during enrolment to return for the Remedial Reading Diagnostic Test. Oral reading assessments showed that 19 out of 66 students needed remediation. After a second round of oral reading by the remedial reading teacher, 11 students were confirmed to need intervention due to very low reading ability. Their parents were

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informed through a meeting, where the importance of remedial reading was explained. After receiving positive responses, the remedial class officially started in the first month of the school year. Before implementation, the remedial teacher prepared the class program or schedule, syllabus, class record, attendance sheet, and visual aids.

As one of the teachers in the remedial program, the researcher witnessed firsthand the struggles of learners who read below their expected grade level. Many hesitated to read aloud, lost focus during reading tasks, and became discouraged when faced with texts they could not understand. These difficulties affected not only their performance in English but also their learning in other subjects and their confidence as learners.

This study aimed to better understand the reading needs of the students and to provide targeted interventions that improved their reading fluency, comprehension, and overall literacy. It also sought to empower them by restoring their self-confidence and fostering a positive attitude toward reading. More than simply assessing a program, this research endeavored to give struggling readers an opportunity to succeed and to ensure that no learner was left behind.

## MATERIALS AND METHODS

### Research Methodology

This chapter presents the phenomenological research methodology and discusses its key components, specifically the research design, study participants, sampling design, research instrument, validity of the research instrument, data collection process, and data analysis.

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## Research Method

This study used the descriptive research method and an in-depth interview guide to examine the remedial reading program "*Handum: Pagbasa Ko, Futuro Mo*" in enhancing learners' reading skills.

A descriptive study aims to present an accurate and detailed description of a population, situation, or phenomenon (McCombes, 2023). It answers questions such as what, where, when, and how, but does not explain why. According to McCombes (2023), descriptive research is most appropriate when the objective is to identify characteristics, frequencies, trends, and categories.

## Research Design

The study utilized a qualitative research design, specifically the phenomenological approach. According to Donalek (2004, as cited in CourseHero.com, 2020), phenomenological studies examine human experiences through the descriptions provided by the participants. These are referred to as lived experiences. The main aim of phenomenological research is to describe the meaning of these experiences for each participant. This type of research is commonly used in areas where little is known.

In this study, the participants were encouraged to describe their experiences as they perceived them. Although they could write about their experiences, the data were gathered through interviews.

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## Participants in the Study

The study involved a total of twelve (12) participants: two total population of language teachers implementing the *Handum: Pagbasa Ko, Futuro Mo* program and ten purposively selected learners assigned to these teachers, with each teacher handling five learners. The school currently has three (3) English language teachers. One of these teachers is the researcher; therefore, only two (2) English teachers were the participants of the study. These teachers facilitate the remedial reading classes. The ten (10) learners who were purposively chosen as participants were the learners of the two participant teachers who were enrolled in the program.

## Sampling Design

The learner-participants in this study were selected through purposeful selection.

In qualitative research, purposeful sampling is a widely used method for identifying and selecting information-rich cases while making efficient use of limited resources (Patton, 2022, as cited in Palinkas et al., 2015).

In this study, the learners were chosen based on characteristics relevant to the research. Specifically, they were low-performing readers of the school during SY 2024–2025, were involved in the program as participants, and were under the teacher-participants.

## Research Instrument

An in-depth interview guide served as the research instrument. This qualitative method is used to interview a limited number of individuals in order to gather detailed information

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about their experiences, perspectives, and feelings regarding a particular issue (Rutledge & Hogg, 2020).

The interview guide consisted of two (2) questions aligned with the objectives of the study. This researcher-made instrument was used during in-person interviews with the participants. It was also validated by an expert panel.

### Validity of the Research Instrument

According to DeVellis and Thorpe (2020), establishing validity requires a systematic evaluation of the instrument’s content, structure, and relationship to the construct being measured. Similarly, Creswell and Creswell (2023) highlight that content and construct validity should be examined through expert judgment, alignment of items with the study variables, and the theoretical framework supporting the instrument.

The researcher-made in-depth interview guide was first submitted to the adviser for review and correction. After revision, it was forwarded to a panel of experts for content and face validation. Based on the experts’ suggestions and corrections, necessary revisions were made and incorporated into the guide. The final draft was then resubmitted to the panel for approval. Once approved, it was encoded and printed for use during the interview.

### Data-gathering Procedures

Upon the validation of the interview guide, the researcher sought permission from the School Head of the school. A consent letter was secured from each participant. The interview was conducted in person following proper procedures. During the face-to-face interview, the

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participants answered the questions, and their responses were gathered and analyzed by the researcher.

## Data Analyses

The data gathered for the study were interpreted, transcribed, and analyzed using thematic analysis. According to Blanza (2022), thematic analysis is “a qualitative analytic method for identifying, analyzing, and reporting patterns (themes) within data.” In this study, the researcher used the six-step thematic analysis method, which is widely accepted and influential. These steps include familiarizing oneself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and writing the report.

## RESULTS AND DISCUSSIONS

This qualitative study was conducted to determine the “Handum: Pagbasa Ko, Futuro Mo” a remedial reading program bases for program enhancement in one of the national high schools in Municipality of Oton, Schools Division of Iloilo for the School Year 2024-2025.

The participants of the study involved a total of twelve(12) participants: two language teachers implementing the *Handum: Pagbasa Ko, Futuro Mo* program and ten learners assigned to them, with each teacher handling five learners, at school.

The study used a research-made in-depth interview guide to gather responses from the participants. The instrument was subjected to validity test and was found by the validators valid and appropriate to use.

Thematic analyses were utilized to analyze and interpret the information acquired.

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The study's findings were as follows:

The teachers' experiences in the implementation of the school-based remedial reading program "Handum: Pagbasa ko, Futuro Mo" were: progress for struggling readers, rewarding experience for reading teachers, strong support from school head and teachers, learners' and poor study habits, learners' lack of interest, and lack of instructional materials.

The learners' experiences in the implementation of the School-based remedial reading program "Handum: Pagbasa ko, Futuro Mo" were: improved reading fluency and comprehension, gained confidence, enhanced motivation to learn, and experienced difficulties in pronunciation.

To strengthen the current School-based remedial reading program "*Handum: Pagbasa ko, Futuro Mo*", an enhancement program was proposed as a result of the study.

## Insights

Considering the study's findings, the following insights were drawn:

Reading interventions can significantly improve learners' reading fluency and comprehension when implemented consistently and supported by teachers. The learners' gradual progress showed that even students who initially struggled with decoding, pronunciation, and understanding texts can demonstrate substantial improvement when provided with structured and supportive learning experiences.

Many participants entered the program with fear, hesitation, and low self-esteem, especially when reading aloud in front of their peers. However, through continuous

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encouragement, engaging activities, and meaningful reinforcement, they gradually gained the courage to participate, ask questions, and take risks during reading sessions. This change highlighted that confidence is not built instantly but grows through small achievements that learners begin to recognize in themselves.

The study also revealed that motivation plays a crucial role in learners' reading development. The program's interactive activities, supportive atmosphere, and recognition of learners' efforts helped sustain their interest in reading. These elements demonstrated that when learners feel valued, guided, and rewarded, they become more eager to attend sessions and complete reading tasks. This insight emphasizes the importance of intentionally creating learning environments that nurture curiosity and enjoyment in reading.

However, the research also sheds light on persistent challenges that continue to affect learners' performance. Absenteeism, lack of interest, poor study habits, and pronunciation difficulties surfaced as recurring barriers throughout the program. These issues suggest that reading interventions alone may not fully address learners' needs unless they are supported by consistent guidance at home, improved study routines, and strengthened learner discipline. This highlights the need for holistic approaches that involve not only teachers but also parents and community members.

An important insight gained from teachers' experiences is the impact of limited instructional materials on reading instruction. Teachers expressed difficulty in implementing varied reading strategies due to the shortage of leveled texts, phonics materials, and visual

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aids. This finding underscores the importance of investing in adequate, high-quality reading resources to support effective remediation.

Despite these challenges, the program’s success was largely attributed to the strong support of the school head and the collaborative efforts of the teachers. Their teamwork, commitment, and shared sense of responsibility contributed to the smooth execution of the program. This demonstrates that administrative support is essential in sustaining academic interventions and ensuring that teachers are equipped and motivated to carry out specialized programs.

Furthermore, all programs implemented by DepEd, especially the school-based remedial reading program, need thorough supervision and evaluation of the progress they make to ensure their effectiveness and continuous improvement.

Overall, the insights from this study affirm that comprehensive, well-supported reading interventions can create meaningful improvements in learners’ literacy skills. However, these programs are most effective when accompanied by sufficient resources, active parental involvement, and strong leadership support.

## Recommendations

Based on the findings, it is strongly recommended that the school continue and strengthen the implementation of the “Handum: Pagbasa Ko, Futuro Mo” reading program. The positive outcomes—improved fluency, increased confidence, and heightened motivation—

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show that the program plays an important role in addressing literacy gaps. Sustaining it in the coming school years will ensure continued support for learners who still struggle with reading.

The study also highlights the need for the school and other stakeholders to provide adequate instructional materials. Limited reading resources affected teachers' ability to deliver varied and differentiated instruction. Thus, the school should allocate funds or seek external support to acquire leveled reading texts, phonics materials, visual aids, and other supplementary resources.

Furthermore, teachers assigned to the reading intervention should receive regular training and capacity-building opportunities. Since learners' reading difficulties vary, teachers need updated knowledge of effective reading strategies, phonics instruction, classroom differentiation, and behavior management. Strengthening teachers' competence will improve the quality of reading sessions and better address learners' diverse needs.

The program also showed that learners' motivation, attendance, and study habits greatly affect reading progress. Teachers should therefore continue using engaging and enjoyable reading activities to sustain learner interest. Guidance or counseling should also be provided to learners with persistent absenteeism or lack of interest to emphasize the importance of consistent participation.

Parental and community involvement should likewise be strengthened. Since many reading challenges are influenced by home factors, parents' support is essential. Parents

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should be encouraged to monitor reading tasks, create a positive reading environment at home, and attend program-related meetings or orientations. Community partnerships, such as book donations or volunteer reading sessions, may also be explored to help sustain the program.

Another important recommendation is to strengthen the program’s monitoring and assessment practices. Regular evaluations of learners’ progress, such as weekly fluency checks or monthly comprehension assessments, should be maintained to ensure that instruction responds to learners’ needs. Updated learner reading profiles will also help teachers make informed instructional adjustments.

Lastly, the findings suggest that the reading program may be expanded to other grade levels or sections with similar literacy challenges. This may promote a more inclusive, school-wide reading initiative and strengthen the culture of reading and academic support.

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