



FACILITATING AND HINDERING FACTORS IN THE IMPLEMENTATION OF THE REMEDIAL READING PROGRAM: BASES FOR IMPROVEMENT PLAN

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ABSTRACT

This qualitative study examined the factors that facilitated and hindered the implementation of a remedial reading program in a school in the province of Iloilo during the School Year 2025–2026, serving as the basis for an improvement plan. For teachers, the facilitating factors included effective instructional strategies, learner motivation, regular attendance and active participation, and collaborative support among teachers. For learners, the facilitating factors were the full support of teachers and the principal, a conducive classroom environment, strong family support, and positive peer influence. However, the hindering factors for teachers included learners' lack of motivation and focus, poor word recognition skills, and the lack of visual aids and other resources. For learners, the challenges affecting their progress were financial difficulties, limited access to reading materials, and a lack of interest in reading long words. To address these hindering factors, an improvement plan was proposed.

Keywords: *Remedial Reading Program, Facilitating Factor, Hindering Factor, Improvement Plan*

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INTRODUCTION

In the Philippines, many students still had difficulty understanding what they read, which affected their overall learning and school performance. Although the government and schools had tried many ways to improve reading skills, many learners, especially in public schools, continued to struggle. This was often because of a lack of teaching materials, crowded classrooms, and the absence of enough special reading programs (Department of Education [DepEd], 2023). The COVID-19 pandemic worsened the situation by closing schools and moving lessons online, which made it harder for some students to receive quality instruction and access reading materials (UNESCO, 2023). As a result, the gap between strong and weak readers became wider.

In Western Visayas, particularly on Panay Island, the problem of poor reading skills was similar to the rest of the country. The PISA report showed that the Philippines ranked very low in reading compared to other countries, and this continued to be a concern (OECD, 2022). Local studies in DepEd Region VI showed that students faced hindrances such as the lack of books, insufficient teacher training in reading instruction, and social issues that made learning more difficult (DepEd Region VI, 2023). Many students also did not enjoy reading because they did not have access to interesting and relevant reading materials either at school or at home.

Remedial reading programs were designed to help students who struggled with reading. These programs usually provided extra help in small groups or one-on-one settings. However, many schools encountered problems in implementing these programs effectively.

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Teachers reported that they did not have enough time, were too busy with other tasks, and lacked proper reading materials (Santos & Cruz, 2022).

This study aimed to examine the factors that helped or hindered the successful implementation of remedial reading programs in Philippine schools. It explored what worked and what did not, to help improve and sustain these programs. The study also focused on how these programs met the needs of the learners they served.

The researcher was motivated to conduct the study after observing persistent reading difficulties among learners in various school settings. While remedial reading programs were in place, their implementation and outcomes differed significantly, resulting in inconsistent support for learners who needed it most. These gaps highlighted the necessity of identifying both the facilitating and hindering factors that influenced the effectiveness of such programs.

MATERIALS AND METHODS

Research Methodology

This chapter outlines the research methodology, including the design, participants, data collection instruments, and analysis procedures used in the study.

Research Method

This study utilized a qualitative research method to explore the facilitating and hindering factors in the implementation of the remedial reading program as a basis for improvement planning.

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Qualitative research was appropriate because it allowed for an in-depth understanding of participants lived experiences and perceptions, which could not be captured through quantitative measures alone (Merriam & Tisdell, 2022).

The descriptive nature of this approach aimed to provide a rich, contextualized explanation of the phenomenon under study, while maintaining impartiality and rigor in presenting the participants' viewpoints (Naeem, 2023).

Research Design

This study employed a phenomenological research design, utilizing in-depth interviews as the primary data collection tool. Phenomenology was a qualitative approach that sought to understand the essence of a shared experience from the perspective of those who had lived it (Creswell & Poth, 2023). Through open-ended, discovery-oriented interviews, the study gathered detailed narratives from teachers, learners, and administrators involved in the remedial reading program. This design was well-suited for capturing the subjective meanings and commonalities in experiences regarding the program's implementation.

By focusing on descriptive and interpretative analysis rather than numerical data, the study aimed to uncover nuanced insights into what facilitated or hindered the remedial reading program's effectiveness. The qualitative phenomenological approach enabled the researcher to understand the contextual factors that influenced the program and offered grounded recommendations to improve and sustain remedial reading interventions in schools (Patton, 2023).

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Participants of the Study

The participants of this study included three (3) purposively selected Grade 11 senior high school teachers and fifteen (15) learners who were enrolled in the remedial reading program in one of the schools in the Province of Iloilo, during the academic year 2024–2025. The learner participants were identified based on their demonstrated need for reading intervention, as determined through standardized assessment tools and teacher recommendations.

Purposive sampling was utilized to ensure that only individuals with direct experience and active involvement in the remedial reading program were included, thereby enabling the collection of rich, relevant, and credible data to address the objectives of the study.

Purposive sampling was considered an effective approach in qualitative research, as it allowed the researcher to deliberately select participants who could provide in-depth insights into the phenomenon under investigation.

Palinkas et al. (2023) explained that this method ensured the inclusion of information-rich cases that were most relevant to the study's aims, thereby enhancing the quality and depth of the findings.

By focusing on participants who were actively engaged in the remedial reading program, the study ensured that the data collected directly reflected the experiences, perspectives, and hindrances of those most affected by and involved in the intervention.

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***** **Sampling Design**

This study utilized purposive sampling to select participants, a non-probability sampling method in which participants are chosen based on specific characteristics relevant to the research objectives.

According to Palinkas et al. (2023), purposive sampling is effective in qualitative research as it allows the researcher to intentionally select individuals who can provide rich, relevant, and diverse insights into the phenomenon being studied. In this case, only individuals directly involved in the remedial reading program will be included.

The participants in this study consisted of Grade 11 Senior High School learners and teachers from Banate National High School who were actively involved in the reading program. These participants were bona fide teachers and learners of Banate National High School during the School Year 2024–2025 and were residents of the Municipality of Banate.

Selecting participants with direct involvement in and knowledge of the program ensured that the data gathered were relevant, reliable, and grounded in actual experience, thereby strengthening the depth and credibility of the study's findings.

Research Instrument

This study utilized a researcher-made interview guide to gather qualitative data on the facilitating and hindering factors in the implementation of the remedial reading program as a basis for the sustainability and improvement plan.

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This qualitative research method was used to interview a limited number of individuals (Rutledge & Hogg, 2023). The purpose of this technique was to acquire detailed information on a person's experience, outlook, and feelings about a particular issue.

The qualitative tool was designed to explore participants' experiences, perceptions, and hindrances in implementing and undergoing reading remediation. The interview questions were carefully structured to align with the study's objectives, ensuring that responses provided relevant and meaningful data for analysis.

To enhance the credibility and reliability of the researcher-made interview guide, the instrument underwent expert validation, where specialists in literacy education and qualitative research reviewed the questions for clarity, relevance, and coherence. The validated interview guide was then pilot-tested with a small group of participants to refine any ambiguous or unclear questions before its full implementation in the study.

Validity of the Research Instrument

The research instruments used in this study were validated by a panel of experts consisting of professionals in the fields of education, language teaching, and qualitative research. The panel reviewed the instruments to ensure clarity, relevance, and alignment with the study's objectives. Their feedback was incorporated to refine the tools, thereby enhancing the validity and reliability of the data collection process.

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Data Gathering Procedures

After the researcher-made interview guide was validated by a panel of experts, including the Graduate School dean, the researcher secured consent letters from the school principal and the district supervisor of Banate National High School.

With these approvals, the researcher proceeded to conduct face-to-face interviews with the participants, following a prior orientation and obtaining consent from the school heads. Participants' personal information was collected before the interviews.

All data were systematically gathered, transcribed, and organized, ensuring accuracy and confidentiality for further analysis.

Data Analyses

The data were collected, transcribed, and analyzed using thematic analysis to identify recurring patterns and key themes related to the effectiveness of the remedial reading program. Interview transcripts and observation notes were reviewed and categorized based on the common experiences of teachers and learners. This qualitative method provided insights into the facilitating and hindering factors that affected reading comprehension and engagement.

The findings were then compared with existing literature to guide recommendations for program improvement. Thematic analysis involved systematically coding data and interpreting themes to reveal meaningful patterns and insights (Nowell et al., 2023).

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RESULTS AND DISCUSSIONS

This study aimed to determine the facilitating and hindering factors experienced by English teachers in implementing the remedial reading program in a selected school in the province of Iloilo.

The findings served as the basis for developing an improvement plan to enhance the effectiveness and sustainability of the program for learners with reading difficulties.

The participants included three (3) English teachers directly involved in the implementation of the program and fifteen (15) learners who received remedial reading support. An interview guide was used to gather data, and responses were analyzed and organized into themes.

For the facilitating factors among teachers, the findings revealed that effective instructional strategies played a significant role in improving learners' reading skills.

Teachers applied varied techniques suited to learners' needs, which enhanced comprehension and engagement. Learner motivation, consistent attendance, and active participation further strengthened the implementation of the program. In addition, collaborative support among teachers contributed to better planning and sharing of strategies, making the remedial reading sessions more organized and effective.

In terms of facilitating factors among learners, the study showed that full support from teachers and the school principal positively influenced their participation and improvement. A conducive classroom environment also encouraged learners to focus and engage during

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sessions. Moreover, full family support and positive peer influence helped sustain learners' motivation and confidence in developing their reading skills.

However, several hindering factors were also identified. Among teachers, challenges included learners' lack of motivation and focus during sessions, poor recognition skills that slowed reading progress, and the lack of visual aids and instructional resources. On the part of the learners, hindering factors such as financial difficulty, lack of reading materials, and lack of interest when reading long words affected their engagement and overall progress in the program.

Overall, while the remedial reading program demonstrated positive outcomes in improving reading performance, the presence of both teacher-related and learner-related challenges limited its full effectiveness.

Based on these findings, an improvement plan was proposed to strengthen instructional support, increase availability of learning resources, enhance parental involvement, and establish consistent monitoring to ensure the continuous success of the remedial reading program.

Based on the findings of the study, the following insights were gathered:

The success of the remedial reading program was greatly influenced by the strategies and dedication of teachers in addressing the reading needs of struggling learners.

When teachers used appropriate techniques such as guided reading, vocabulary drills, and individualized instruction, learners became more confident and showed improvement in their reading comprehension.

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Learners who actively participated in the program developed a better understanding of texts and displayed greater interest in reading activities. Teachers played a significant role in motivating and supporting learners by providing constant feedback, encouragement, and personalized assistance. Their commitment helped learners overcome reading difficulties and build self-confidence.

However, several hindrances also affected the program's implementation, such as limited time, lack of instructional materials, and varying levels of learner readiness. These factors sometimes hindered students' consistent progress. Overall, the study revealed that, when effectively implemented, the remedial reading program contributed to learners' improvement in reading comprehension, vocabulary development, and engagement. Proper guidance from teachers, sufficient learning materials, and administrative support were essential to ensuring the program's success and sustainability.

CONCLUSION

Based on the insights generated from the study, the following recommendations were proposed:

To ensure the success of the remedial reading program, teachers should continue using appropriate strategies such as guided reading, vocabulary drills, and individualized instruction to address the reading needs of struggling learners. Learners should be encouraged to actively participate in the program so they can improve their reading

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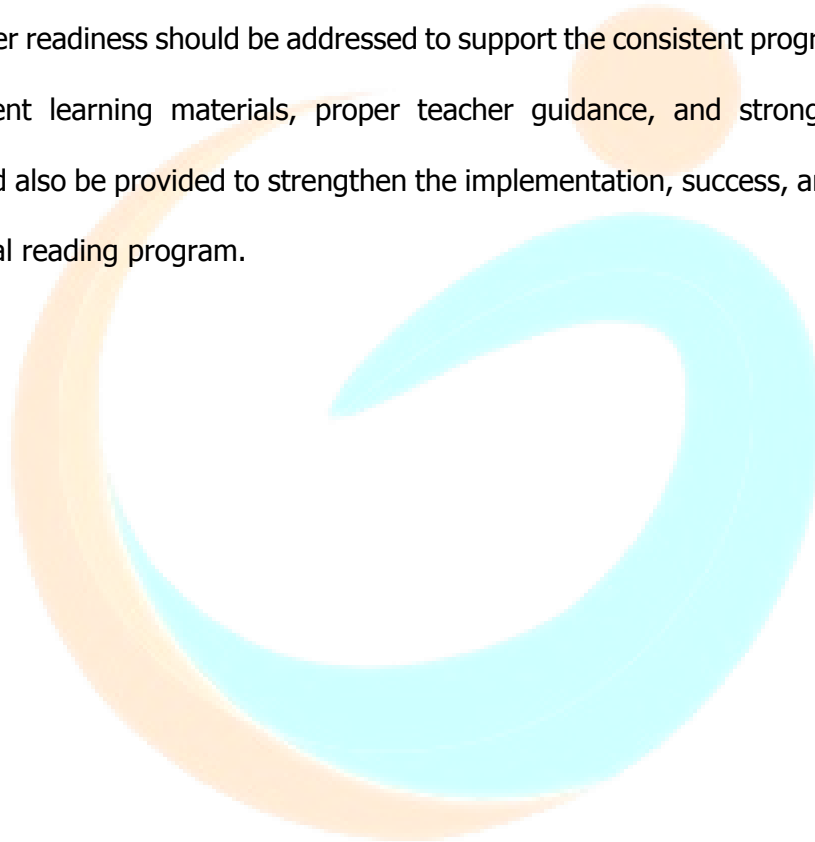


comprehension, develop a better understanding of texts, and show greater interest in reading activities.

Teachers should also provide constant feedback, encouragement, and personalized assistance to help learners overcome reading difficulties and build self-confidence.

In addition, challenges such as limited time, lack of instructional materials, and varying levels of learner readiness should be addressed to support the consistent progress of students.

Sufficient learning materials, proper teacher guidance, and strong administrative support should also be provided to strengthen the implementation, success, and sustainability of the remedial reading program.



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