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**INTERNAL STAKEHOLDERS' EXPERIENCES IN THE IMPLEMENTATION  
OF REMEDIAL READING PROGRAM: BASIS FOR  
SCHOOL-COMMUNITY COLLABORATION**

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**ABSTRACT**

This study aimed to explore the experiences of internal stakeholders in the implementation of the remedial reading program as a basis for school-community collaboration in selected elementary schools in the Schools District of Santa Barbara during the School Year 2025–2026. Using a qualitative phenomenological approach, data were gathered through in-depth interviews with five (5) teachers, five (5) parents, and five (5) learners. The findings revealed that teachers supported non-readers, parents helped build learners' confidence, and learners actively participated in remedial reading activities. Challenges such as limited time, lack of reading facilities, uncooperative parents, and learners' difficulties in comprehension were also identified. The study emphasized the importance of collaboration among teachers, parents, and learners in improving the implementation of the remedial reading program.

**Keywords:** *Internal Stakeholders, Remedial Reading Program, School-Community Collaboration*

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## INTRODUCTION

Internal stakeholders play an important role in the implementation of school programs, projects, and activities. They are the partners of the school in making it conducive to teaching and learning.

School's literacy program is designed primarily to help learners who are struggling in a subject or academic area. This is a program that help the learners close learning gaps and improve their performance (Rawe, 2024).

Support from stakeholders in a school's remediation program helps learners develop essential academic skills. Schools also serve as platforms where parents, teachers, students, and other stakeholders can actively participate in teaching-learning activities and other educational reforms promoted by the Department of Education (Ciocon, 2021).

In the Philippines, a remedial reading teacher is an educator trained and skilled in enhancing students' reading and numeracy abilities, particularly assisting learners who struggle to improve their skills (Indeed Editorial Team, 2024).

Reading is often described as essential to life. Since approximately 80% of human activity involves reading, students should be guided on how to select appropriate reading materials for both personal and academic purposes, as reading serves as a foundational tool for learning across disciplines (Villamin, 2020).

Flavel (2021) explained that stakeholders help guide readers in monitoring their comprehension by selecting strategies to enhance reading performance. Different types of information require distinct processing approaches, placing varying demands on learners.

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Farrell (2021) emphasized that literacy programs, both inside and outside the classroom, are more effective with stakeholder support, helping learners improve their reading skills. When planning lessons, teachers must consider that learners require different skills at various ages and competency levels, and incorporating learner-relevant contexts can motivate them to read.

Similarly, stakeholder involvement in literacy programs contributes to improved reading achievement, with higher performance observed when classrooms are enriched with diverse reading materials such as books from multiple genres and text types, magazines, online resources, reference materials, and real-life documents (Gambrell, 2022).

It is widely believed that collaboration and partnership among internal stakeholders and schools are key factors in the successful implementation of literacy programs. However, current changing circumstances demand greater flexibility and present challenges as learning shifts between home and school environments (Hadfield, 2021).

Teaching reading skills could be easy when taught with nuances strengths and strategies with continuous practice (Gacho, 2020).

Despite these insights, a clear gap remains in the literature regarding how the combined roles of stakeholders contribute to the improvement of learners' literacy performance in the Schools District of Sta. Barbara. Most existing studies isolate the impact of teachers or parents, but few examine these roles holistically. Thus, this study sought to address this gap by evaluating the integrated roles of internal stakeholders in achieving reading proficiency among the learners.

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Hence, the researcher was determined to find out the internal stakeholders' experiences in the implementation of remedial reading program as basis for school-community collaboration during the School Year 2025-2026.

## MATERIALS AND METHODS

### Research Methodology

This chapter presents the research method, research design, sampling design, participants of the study, data-gathering procedures, research instruments, validity of the research instrument, and the data analysis employed in the study.

### Research Method

The study employed the descriptive method through in-depth interviews. According to Hecker and Kalpokas (2024), in-depth interviewing is a qualitative research technique that involves conducting interviews with a small number of respondents to explore their perspectives on a specific idea, process, or situation.

During the interviews, the participants were allowed to sit and reflect on the series of questions related to a particular issue. The objective was to obtain the essential views of the participants on a specific issue within a social context through their responses. The interview guide was designed specifically to address the focus of this study.

### Research Design

The study employed a qualitative research design using phenomenology. According to Mcko and Boyd (2023), phenomenology is the study of structures of consciousness as

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experienced from a first-person perspective. The core structure of an experience is its intentionality, meaning it is directed toward something; it is an experience of or about an object. An experience is directed toward an object through its content or meaning (which represents the object) along with the appropriate enabling conditions.

Phenomenology was considered a philosophical approach to conducting qualitative research. It was carried out by interviewing subjects to understand their impressions and was commonly applied in fields such as psychology, sociology, and social work.

Qualitative analysis followed several steps, beginning with data transcription, segmenting information into categories using codes, generating themes or categories, describing themes, and interpreting the data (Creswell, 2019). These steps were essential to ensure the accuracy and consistency of the findings. In qualitative studies, interviews allowed participants to provide their viewpoints, perceptions, and explanations without being predetermined by the researcher.

The study's findings were supported by existing literature on stakeholders' involvement and the ways in which support influenced learners' reading performance in elementary schools in the 2nd Congressional District of Iloilo. These findings provided implications for the discipline and directions for future research.

### Participants of the Study

The participants of the study were fifteen selected internal stakeholders involved in the study. There were five (5) participants from teachers, five (5) participants from parents, and five (5) participants from learners.

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The participants must provide informed consent and are protected from harm throughout the research process. They were selected based on specific criteria to represent a population, with their demographic, behavioral, or clinical characteristics documented through sampling techniques.

Considering such inclusion criteria among participants made them good subjects for this specific study. Purposive sampling was used in the selection of the participants of the study (Akman, 2023).

### Sampling Design

A purposive sampling design was employed in this study. Purposive sampling is a non-probability sampling technique in which researchers intentionally selected participants based on specific characteristics. It is also referred to as judgmental, selective, or subjective sampling (Nikolopoulou, 2023).

Purposive sampling, also known as judgmental, selective, or subjective sampling, involved the researcher relying on their judgment to choose participants. Participants were intentionally selected based on their ability to provide insight into a specific theme, concept, or phenomenon (Fraenkel & Wallen, as cited by Betito, 2024).

### Research Instrument

The research instrument used in the study was a researcher-made interview schedule. The interview schedule aimed to collect relevant information about stakeholders' involvement in the management and operations of the program. Open-ended questions were employed during the interviews, allowing the researcher to ask follow-up questions based on

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participants' responses. Voice and video recorders were utilized for data collection and documentation, depending on participants' consent. The collected data were summarized using thematic analysis.

### **Validity of the Research Instrument**

Before determining the validity of the researcher-made interview schedule, the adviser, the Dean of the Graduate School, and a panel of jurors with expertise in research, testing and assessment, and English were requested to review and validate each question.

Validity refers to the appropriateness, meaningfulness, accuracy, and usefulness of the inferences drawn from research findings. Content-related evidence of validity ensures that the content and format align with the definitions of the variables and the sampled subjects, and it aids in validating the items in the questionnaire (Creswell & Creswell, 2022).

Comments, corrections, and suggestions from the panel of validators were incorporated using the appropriate forms of Good and Scates, as cited by Betito (2024).

### **Data Gathering Procedures**

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally visited the schools or communities convenient for the participants to conduct face-to-face interviews.

During the interviews, participants were informed of their voluntary participation and their right to withdraw at any time. For ethical considerations, participants were assured that

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all information and data collected would be treated with utmost confidentiality and used solely for the purposes of this study.

After completing the interviews, the researcher consolidated all collected data and reviewed them for clarity.

## Data Analyses

The data collected in this study were carefully analyzed using a thematic approach.

Thematic analysis is a method used to examine qualitative data, typically applied to texts like interview transcripts. The researcher thoroughly reviewed the data to identify recurring topics, ideas, and patterns of meaning (Braun & Clarke, 2023).

Braun and Clark (2023), discussed that thematic analysis involves six steps to find patterns in qualitative data: 1. familiarization (reading data thoroughly); 2. generating initial codes (labeling interesting features); 3. searching for themes (grouping codes into potential themes); 4. reviewing themes (checking themes against data); 5. defining & naming themes (clarifying theme meaning); and 6. writing up the analysis, creating a coherent narrative.

## RESULTS AND DISCUSSIONS

### Summary, Insights, and Recommendations

This chapter presented the summary of the research study, the insights derived from the findings, and the recommendations of the study.

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## Summary

The study aimed to explore the experiences of internal stakeholders in the implementation of the remedial reading program as a basis for school-community collaboration during the 2025–2026 school year.

The participants included five (5) selected elementary teachers, five (5) parents, and five (5) learners from a chosen school in the Schools District of Sta. Barbara. The study employed a descriptive research method using in-depth interviews. During the interviews, participants were allowed to sit comfortably and reflect on a series of questions about specific issues. The goal was to obtain the key perspectives of the participants on these issues within a social context through their responses. The study applied a phenomenological approach under qualitative research design. The research instrument used was a researcher-made interview schedule, which focused primarily on the objectives of the study.

With the participants' permission, voice and video recorders were employed for data collection and documentation. These recordings, along with field notes taken during the interviews, were utilized for analysis. Before validating the interview schedule, each item was reviewed and modified by the adviser and a panel of experts. All necessary permits were secured from the adviser, the Dean of the Graduate School, the school heads, and the individual participants to allow the researcher to conduct the study.

The researcher personally visited the school or community locations convenient for the participants to carry out the face-to-face interviews.

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After completing the interviews, the researcher consolidated all collected data. The gathered information was then analyzed using a thematic approach.

Based on the results of the study, elementary school teachers found the implementation of the remedial reading program to be effective for non-readers and supportive of a learning environment.

On the other hand, parents considered the implementation as a way to support learners and help them build their self-confidence-building.

As viewed by learners, the remedial reading program is an enjoyable, positive, and empowering experience.

The challenges encountered by elementary school teachers in the implementation of the remedial reading program were limited time and learners' behavior; those encountered by parents were lack of reading facilities and parental uncooperativeness; and those encountered by learners were lack of time and difficulty in comprehension, respectively.

As to the coping strategies used in the implementation of the remedial reading program, elementary school teachers employed differentiated instruction and time management; parents provided individual tutoring and reinforcement of reading at home; learners showed happiness in learning to read and the development of a positive mindset, respectively.

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## Insights

The experiences of teachers, parents, and learners in the implementation of the remedial reading program encompass their actions, thoughts, and feelings throughout and beyond their involvement in the program.

The challenges encountered by teachers, parents, and learners reflect their shared aspiration for the success of the remedial reading program among internal stakeholders, particularly the learners, who are determined to become proficient readers before the end of the school year.

As internal stakeholders in the implementation of the remedial reading program, teachers, parents, and learners adopt various strategies to address the factors that hinder the program's effectiveness. Their strong commitment contributes to improved reading performance among learners in the early grades and increases their chances of pursuing secondary and higher education.

## RECOMMENDATIONS

In the light of the findings and insights of this study, the following recommendations are highlighted.

The Department of Education shall ensure that remedial reading teachers are given fair compensation, sufficient support, and clear implementation guidelines in carrying out the initiative.

In view of teachers' growing concerns, including limited time, learners' behavioral problems, uncooperative parents, and the lack of instructional resources and facilities, the

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Department of Education should address the on-the-ground issues affecting the implementation of the school remedial reading program for non-readers and non-numerate learners.

Furthermore, the Department of Education shall provide specialized and continuous training in remedial instruction, pedagogical skills, and content knowledge. It shall likewise establish clear guidelines on tutor compensation and workload to prevent burnout and to ensure the consistent and effective delivery of the reading program.

Moreover, the Department of Education shall ensure the availability of adequate and high-quality learning resources to strengthen remediation efforts.

Finally, to confirm the findings of the study, similar research should be conducted on a wider scale and should include additional variables not covered in the present study.

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