



**EXPERIENCES OF REMEDIAL READING TEACHERS IN THE
UTILIZATION OF ASSESSMENT TOOLS: BASES
FOR TRAINING PROGRAM**

**ANGIENIT M. OSTAGA
TEACHER I**

Major Manuel A. Aaron Memorial National High School
angienitostaga5@gmail.com

ABSTRACT

This study explored the experiences of remedial reading teachers in using assessment tools and found that the assessment tools utilized by the remedial reading teachers include Phil-IRI, diagnostic test, Oral reading fluency test, and Dolch basic sight words. It was also found that they experienced the use of helpful and meaningful assessment tools, identification of specific difficulties of learners, creation of rewarding and fulfilling experiences, design of difficult yet challenging tasks, and tracking reading of fluency and comprehension improvements. Remedial reading teachers also faced challenges such as time consuming, lack of resources and support, insufficient materials and budget, diverse learners' needs, difficulty in measuring progress, lack of training for remedial reading teachers, and additional teachers' workload. The ways on how remedial reading teachers cope with the challenges included being flexible, being patient, being resourceful, using other materials suited to learners' needs, collaborating with colleagues, encouraging and guiding learners, managing time carefully, making assessment stress-free, and attending training and LAC sessions.

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Keywords: *Experiences, Remedial Reading Teachers, Utilization of Assessment Tools, Training Program*

INTRODUCTION

Remedial reading plays a vital role in supporting reading skills. Through targeted instruction and intervention, remedial reading programs aim to help struggling readers improve their reading ability, build confidence, and participate more meaningfully in academic tasks (Taboer & Rochyadi, 2024; Cruz & Recillo, 2021).

In the Philippine basic education system, the Philippine Informal Reading Inventory (Phil-IRI) is commonly used as a diagnostic tool to determine the reading level of learners. Results from Phil-IRI assessments often guide schools in identifying struggling readers and planning appropriate remedial reading interventions (Casingal, 2022). While Phil-IRI includes components related to reading performance, in school practice it is primarily used for reading level classification rather than for comprehensive assessment of fluency and comprehension.

Based on classroom and school-level experience, the use of Phil-IRI and similar reading assessment tools presents several practical challenges for remedial reading teachers. The administration of Phil-IRI is highly individualized, requiring one-on-one assessment that is difficult to conduct amid large class sizes and multiple teaching responsibilities. In addition, remedial reading programs often require the completion of numerous assessment forms and monitoring reports, which can limit the time teachers can devote to actual reading instruction.

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These challenges are further intensified by limited instructional resources, inadequate reading materials, and the shortage of trained remedial reading teachers in many public schools.

When assessment tools are difficult to administer or insufficiently supported by training and resources, their potential to improve reading outcomes is reduced.

Based on these realities, this study determined the experiences and challenges of remedial reading teachers in using assessment tools within the District of Janiway II. It identified gaps between the intended use of these tools and their actual implementation in school settings. The findings may serve as the basis for a training program designed to enhance teachers' competence in using reading assessment tools effectively and efficiently.

Understanding these experiences provided essential insights into the realistic implementation of remedial programs. By addressing context-based challenges and strengthening assessment literacy, this study aimed to improve literacy instruction and learning outcomes for struggling readers in Philippine public schools (Harmey, 2020).

MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, sampling design, research instrument, validity of research instrument, data gathering procedures, and data analysis used in this study. The purpose of this study was to capture and interpret the experiences of remedial reading teachers in the utilization of assessment tools as basis for a training program.

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Research Method

The research method utilized in this study was descriptive method under qualitative research using in-depth interview.

The interviewer with the interviewee during the interview was allowed to sit together in a distance and to think about the series of questions about a certain issue. The aim was to get the main or the necessary views of the participants in a certain issue in a social context through the responses of the participants to the questions.

Research Design

The study used the phenomenological research design. Phenomenology was considered as a philosophical approach to undertaking qualitative research. The goal of phenomenology was to understand how others view the world, and how this view may vary from commonly held views by focusing on a person's subjective interpretations of what she experiences. Phenomenology is done by interviewing the subjects to learn their impressions, and is frequently used in such fields as psychology, sociology, and social work.

Phenomenology focuses on the study of structures of consciousness as experienced from a first-person perspective. The central aim of phenomenology is to investigate and describe phenomena as they are consciously experienced, without resorting to theories about their causal explanations or being influenced by unexamined preconceptions (Biemel & Spiegelberg, 2024).

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Participants of the Study

The participants of this study were ten (10) remedial reading teachers from secondary schools in the District of Janiuy II who were actively involved in the use of reading assessment tools, particularly the Philippine Informal Reading Inventory (Phil-IRI). This group was deliberately selected because the study seeks to examine teachers' experiences, challenges, and practices in utilizing Phil-IRI as a basis for remedial reading instruction and for the development of a training program.

Only teachers who are currently handling remedial reading classes and who regularly use Phil-IRI were included, as their experiences provide rich and context-specific insights into the practical use of the assessment tool within the district. Limiting the participants to the District of Janiuy II allows the study to capture a localized and realistic picture of remedial reading practices while maintaining consistency with the study's scope.

Sampling Design

Purposive sampling design was used in the study. Purposive sampling according to Nikolopoulou (2023) refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. In other words, units are selected "on purpose" in purposive sampling. This is also called judgmental sampling, this sampling method relies on the researcher's judgment when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study's objectives.

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Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule.

The interview schedule has four (4) major questions focusing on the assessment tools used by remedial teachers in teaching remedial reading, their experiences as remedial teachers in using assessment tools in teaching remedial reading, the challenges that they have experienced as a remedial teachers in using assessment tools in teaching remedial reading, and coping mechanisms they applied to the challenges they encountered in using assessment tools in teaching remedial reading.

Voice and video recorders were used for data gathering and documentation depending upon the permission of the participants.

Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, Dean of the Graduate School then a panel of jurors who were considered for their expertise in the field of research, testing and assessment, and English, were requested to validate each question for review and modification.

Validity refers to the extent to which the findings, interpretations, and conclusions derived from a study are accurate, meaningful, and appropriate in representing the concept being examined. It ensures that the research instrument truly measures what it is intended to measure and that the results are credible reflections of reality. In establishing content validity, the questions and format of the instrument must align with the study's defined variables and

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objectives to guarantee that each item accurately reflects the construction under investigation.

This process often involves expert review to determine whether the items are relevant, clear, and representative of the concepts being studied. By ensuring that the content and structure of the instrument are consistent with the study's framework, researchers enhance the accuracy and usefulness of the data collected in relation to the research objective (Creswell & Creswell, 2023).

Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (1972) as cited by Soqueña (2021).

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 went to the schools/community/place convenient on the part of the participants to conduct the interview.

The researcher encouraged the participants to sign a waiver or permission relative to the conduct of the study.

Using in-depth interview, voice and video recorders were provided to completely capture the interviewee's words. The researcher consolidated all collected data after series of interviews.

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Data Analyses

The data collected through the interview schedule were analyzed using thematic analysis, a qualitative method designed to identify, interpret, and report recurring patterns or themes within narrative data. This approach enables the researcher to uncover meaningful insights into the responses of the participants major questions focusing on the assessment tools used by remedial teachers in teaching remedial reading, their experiences, challenges, and coping mechanisms they applied to the challenges they encountered in using assessment tools in teaching remedial reading.

According to Braun and Clarke (2023), thematic analysis provides a flexible yet rigorous framework for analyzing qualitative data, allowing researchers to identify both explicit and implicit meanings across participants' narratives. It is particularly suitable for educational research that seeks to understand complex social and organizational dynamics. Nowell et al. (2021) further emphasize that thematic analysis enhances transparency and credibility in qualitative studies by ensuring systematic coding and interpretation of data.

The transcribed data from the interviews were analyzed using Thematic Analysis (Braun & Clarke (2023), which is well-suited for identifying, analyzing, and reporting patterns (themes) within qualitative data.

The analysis followed the standard six-phase process: (1) Familiarization with Data: Reading and re-reading the transcripts (in local language and English translation); (2) Generating Initial Codes: Assigning short phrases or labels to meaningful segments of data (e.g., "shared phone," "fear of judgment," "poor signal"); (3) Searching for Themes: Grouping

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the initial codes into potential overarching themes and sub-themes that captured significant patterns (e.g., Codes like "no insult," "private correction" will be grouped under a theme); (4) Reviewing Themes: Refining and checking the themes against the entire dataset to ensure they accurately reflected the participants' meanings and the study's focus; (5) Defining and Naming Themes: Developing clear, concise, and academically sound names for the final emergent themes (will be presented in Chapter 4); (6) Producing the Report: Weaving the themes, supported by direct quotes, into the narrative structure of the presentation, analysis, and interpretation of data (Chapter 4), and linking them to the theoretical framework.

RESULTS AND DISCUSSIONS

This study explored the experiences of remedial reading teachers in using assessment tools, particularly the Philippine Informal Reading Inventory (Phil-IRI), to inform the development of a training program aimed at enhancing assessment literacy. It examined the challenges teachers faced in administering and interpreting Phil-IRI results, the strategies they employed to address learners' reading difficulties, and how the tool influenced instructional decisions in remedial reading programs.

The study was conducted in a secondary school within the District of Janiauy II during the second semester of the 2024–2025 school year, involving ten (10) remedial reading teachers who actively used Phil-IRI. The research employed a qualitative phenomenological design, using in-depth interviews as the primary data collection method. A researcher-made interview schedule, validated by a panel of experts using the criteria of Good and Scates

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(1972) as cited by Soquiña (2021), guided the interviews. Data were collected using voice and video recordings, with proper permits obtained from the adviser, school administration, and participants.

Collected data were analyzed thematically to identify key patterns, challenges, coping strategies, and insights from teachers' experiences. While the study provided an in-depth understanding of teachers' perspectives, it did not include quantitative measures of Phil-IRI's effectiveness, did not involve general education teachers, and its findings may not be generalizable beyond the specific context. The implementation of the proposed training program for the school year 2026–2027 was suggested as a future step, beyond the scope of this study.

The following are the findings of the study:

Based on the results of the in-depth interview with the participants, it was found out that the assessment tools utilized by the remedial reading teachers include Philippine Informal Reading Inventory (Phil-IRI), diagnostic test, Oral reading fluency test, and Dolch basic sight words.

It was found that, in teaching remedial reading, remedial reading teachers experienced the use of helpful and meaningful assessment tools, identification of specific difficulties of learners, creation of rewarding and fulfilling experiences, design of difficult yet challenging tasks, and tracking of reading fluency and comprehension improvements.

The results of the in-depth interview found that the challenges experienced by remedial reading teachers in the utilization of assessment tools include time consuming, lack

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of resources and support, insufficient materials and budget, diverse learners' needs, difficulty in measuring progress, lack of training for remedial reading teachers, and additional teachers' workload.

The ways on how remedial reading teachers cope with the challenges in the utilization of assessment tools are by being flexible, being patient, being resourceful, using other materials suited to learners' needs, collaborating with colleagues, encouraging and guiding learners, managing time carefully, making assessment stress-free, and attending training and LAC sessions.

Based on the findings, the following insights were drawn:

The findings indicate that remedial reading teachers employ a range of assessment approaches to gain a well-rounded understanding of learners' literacy skills. By utilizing multiple measures, they are able to examine various aspects of reading and cross-check results to ensure accurate identification of strengths and areas needing support. This comprehensive and evidence-based practice enables teachers to design targeted, responsive interventions, reflecting a systematic approach that enhances the overall effectiveness of remedial reading instruction.

Teachers view their evaluation practices as essential to effective remedial instruction, as these help identify learners' specific needs and guide targeted support. While the process requires considerable time and effort, educators perceive it as professionally enriching rather than burdensome. Tracking learners' progress also fosters a sense of achievement, reinforcing

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the value of structured and ongoing assessment in improving reading outcomes and sustaining teacher commitment.

The findings indicate that conducting assessments in remedial reading is challenged by practical constraints, such as limited time, resources, and institutional support, as well as the demands of addressing diverse learner needs. Teachers must carefully interpret results and adapt instruction while monitoring gradual progress, which can be time-intensive and complex. Additionally, gaps in specialized training may affect their confidence and efficiency, highlighting how both contextual and systemic factors impact the effectiveness of evaluation practices.

Teachers use flexible, creative, and collaborative strategies, along with careful planning and professional development, to overcome challenges in assessment. By adapting methods to learners' needs and fostering a supportive environment, they sustain effective instruction despite limited resources and other constraints.

CONCLUSION

In view of the results of the study, the researcher made the following recommendations:

Remedial reading programs should provide teachers with diverse assessment tools, ongoing training, and collaborative opportunities to ensure data-driven instruction and personalized support that effectively enhances learners' literacy skills.

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Teachers should continue to implement structured and ongoing evaluation practices, supported by adequate time and resources, to accurately identify learners' needs and guide targeted interventions. Emphasizing consistent progress monitoring may enhance both student outcomes and teacher professional growth, reinforcing the effectiveness and value of remedial instruction.

Schools should provide remedial reading teachers with additional resources, training, and institutional support to address practical and contextual challenges. By equipping educators with the necessary tools, guidance, and professional development, they can more effectively manage diverse learners' needs, interpret assessment results accurately, and implement targeted instruction with greater confidence and efficiency.

Teachers should continue to employ adaptive and collaborative strategies while receiving ongoing professional development and support. Schools should encourage innovation and provide opportunities for planning, resource sharing, and peer collaboration to help educators maintain effective and responsive instruction even in the face of resource limitations and other challenges.

It is recommended that the proposed training program be implemented as an ongoing, practical professional development initiative that enhances teachers' assessment skills, supports diverse learner needs, and includes workshops, hands-on practice, collaboration, and mentoring to strengthen remedial reading instruction.

To validate the results of the present investigation, parallel studies should be conducted in a wider scope and consider other variables not mentioned in this study.

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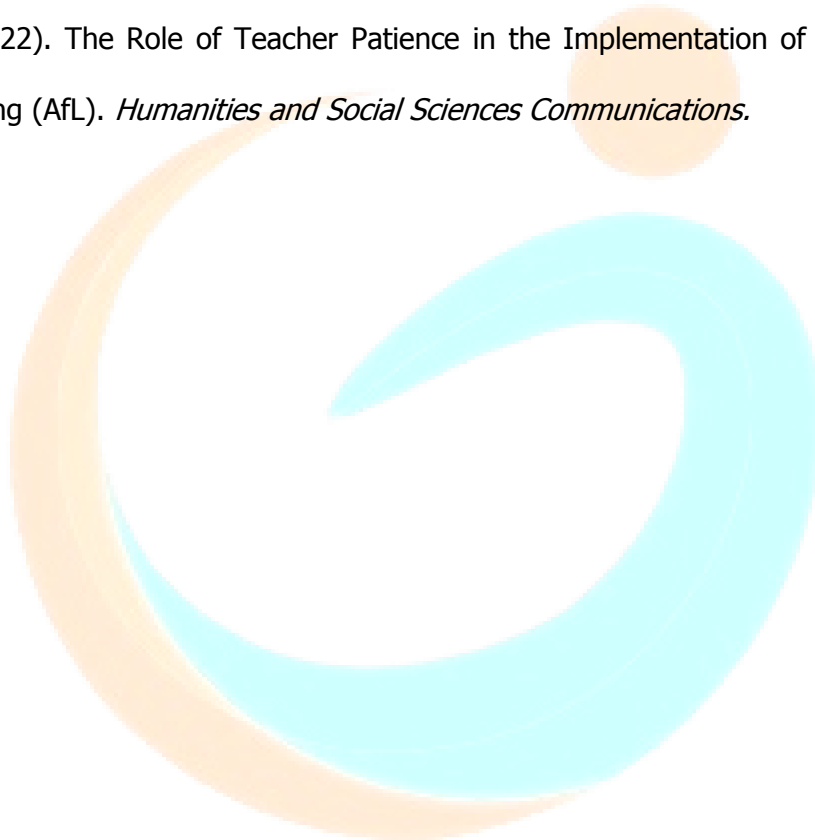
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