



STAKEHOLDERS' SUPPORT ON SCHOOLS REMEDIATION PROGRAM AS BASIS FOR POLICY RECOMMENDATION

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ABSTRACT

This study was conducted to find out the stakeholders' support on schools' remediation program as basis for policy recommendation in the Schools Division of Iloilo City during the school year 2024-2025. The research method utilized is a descriptive method using in-depth interviews. There were thirty-one (31) participants in the study. Based on the results of the study, the stakeholders' views on schools' remediation program were useful to learners' needs. They aimed to improve school facilities and resources, provide quality instruction, and opportunity to be creative. As to how stakeholders extend their support to the remediation program, the results revealed: showing commitment to serve, facilitating financial needs and moral support, having open communication, actively engaging with learners, and providing feedback on its effectiveness. Furthermore, the study stated that the support extended by the stakeholders on the school's remediation program may help improve learners' needs, provide enough learning materials, give extra time to students, strengthen collaboration opportunities, and build relationships with learners.

Keywords: *Stakeholders' support, schools' remediation program, policy recommendation*

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INTRODUCTION

Background of the Study

Stakeholder support in school remediation programs plays a crucial role in helping learners develop the skills necessary to enhance their academic abilities. Schools serve as dynamic environments that bring together parents, teachers, learners, and other stakeholders, fostering collaboration in teaching, learning, and implementing educational reforms mandated by the Department of Education (Ciocon, 2019).

Remediation programs are primarily designed to assist learners who face challenges in specific subjects or academic areas. These programs aim to bridge learning gaps and enhance students' performance (Rawe, 2024).

In the Philippine context, a remedial teacher possesses specialized training and skills to improve students' reading and numeracy abilities. Such educators support learners who are struggling by providing targeted assistance to promote their academic growth (International Reading Association, 2019).

Reading is regarded as an essential skill, with approximately 80% of human activities involving reading. Hence, it is important to guide students in selecting suitable reading materials for both personal and academic purposes, as reading serves as a foundational tool for learning across various disciplines (Villamin, 2019).

Flavel (2019) stated that general knowledge plays a significant role in guiding readers to monitor their comprehension by employing specific strategies that align with their learning

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objectives. Different types of information necessitate varied processing approaches, placing diverse demands on learners.

Furthermore, remediation programs are implemented both within and beyond the classroom setting to enhance learners' reading skills. Teachers are encouraged to consider learners' varying needs, taking into account their age and proficiency levels. Additionally, integrating learner-related contexts into lessons can boost students' motivation to read (Farell, 2019).

In the same way, motivation to read and reading achievement are higher when the classroom environment is rich in reading materials and includes books from an array of genres and text types, magazines, the Internet, resource materials, and real-life documents (Gambrell, 2019).

Hadfield (2021) believed that stakeholders' teamwork and partnership with the school are the most significant factors on the success implementation of the program, however, this year's changing circumstances call for a great flexibility and challenges as learning moves from home to school and back again. Teaching reading skills could be easy when taught with nuances strengths with nuances and strategies with continuous practice (Gacho, 2019).

On the other hand, remedial reading teachers are front runners in elevating the reading achievement of learners in schools Villamin (2019).

As a private school teacher, it is deemed appropriate for her as a remedial reading teacher in our school to observe each learner in a variety of situations. Minimizing risks, dealing with stress, worrying about the implementation of schools' programs, and learners'

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reading and writing skills have become the top recurring concerns during remedial reading class with the support from other stakeholders.

Hence, the researcher is determined and find out the experiences and challenges encountered by remedial reading teachers on stakeholders support in the remediation program as basis for policy recommendation in the five private schools in Iloilo City during the school year 2024-2025.

MATERIALS AND METHODS

Research Methodology

This chapter describes the research method, research design, sampling design, the participants of the study, the data gathering procedure, research instruments, validity of the research instrument, and the data analysis employed in this study.

Research Method

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

During the interviews, participants were encouraged to reflect and thoughtfully respond to a series of questions related to a specific issue. The primary goal was to capture the essential perspectives of the participants within a social context. An interview guide was

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developed specifically for this study, ensuring that the questions remained focused and relevant to the research objectives.

Research Design

The study employed a qualitative research design using phenomenology.

Mcko and Boyd (2023) stated that phenomenology is the study of structures of consciousness as experienced from the first-person point of view. The central feature of an experience is its intentionality, meaning it is directed toward something—an object, concept, or phenomenon—through its content or meaning alongside appropriate enabling conditions. Phenomenology can be considered a philosophical approach to conducting qualitative research. It involves interviewing subjects to gain insights into their lived experiences and impressions, making it frequently used in fields such as psychology, sociology, and social work.

Qualitative analysis in phenomenological research follows systematic steps that start from the bottom up and include data transcription, which involves converting verbal data from interviews into written text. The next step is segmenting information by categorizing data using codes. After that, theme generation takes place, where recurring themes or categories are identified. Following this, theme description provides detailed explanations of the themes.

Finally, data interpretation derives meanings and insights from the data. These steps are essential for ensuring the accuracy and consistency of the findings.

In a qualitative study, interviews allow interviewees to provide their viewpoints, perceptions, and explanations without being predetermined by the researcher. This flexibility makes

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phenomenological interviews valuable in capturing personal and subjective experiences while minimizing researcher bias (Creswell, 2019).

The findings of this study were supported by existing literature regarding stakeholders' perspectives, the support they provide, and how this support is extended to the remediation programs of private elementary schools in the Schools Division of Iloilo City. The findings lead to meaningful implications for the field of education and serve as a basis for future research endeavors.

Participants of the Study

The participants of the study were all remedial reading teachers teaching learners with difficulty in reading and writing in five private schools in the Schools Division of Iloilo City during the school year 2024-2025.

A total of thirty one (31) participants were considered in the study. Five (5) school administrators, ten (10) teachers (two teachers from each five private schools), five (5) barangay official in-charge of education where the school is located, ten (10) parents (two parents from each school), and one (1) public schools district supervisor were included in the study.

Sampling Design

A purposive sampling design was used in this study. A purposive sample is a non-probability sampling technique where researchers intentionally select the participants based on specific characteristics. It is also known as judgemental, selective, or subjective sampling (Nikolopoulou, 2023).

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Purposive sampling also known as judgmental, selective, or subjective sampling is a form of non-probability sampling in which researchers rely on their judgment when choosing members in their surveys. A purposive sampling is an intentional selection of informants based on their ability to elucidate a specific theme, concept, or phenomenon (Fraenkel & Wallen, as cited by Betito, 2024).

Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule. The interview schedule aimed to gather relevant information about the involvement of the stakeholders in the management and operations. An open-ended question was used for the interview. The researcher asked questions to the participants and then gave relevant follow up questions related to the responses of the participants.

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

A thematic analysis was used to summarize the results of the study.

Validity of the Research Instrument

The views, support, and how stakeholders' support to the schools remediation program for learners with a reading disability were reviewed for face and content validity by a panel of jurors who were chosen based on their expertise in research and instrumentation. Each item was assessed by the jurors, revised, rejected, and retained. The panel of jurors was composed of experts in the fields of research, tests and measurements, and evaluation.

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All comments and suggestions for the finalization of the research instruments will be incorporated.

Data Gathering Procedures

Upon approval of the Dean of the Graduate School and adviser to conduct the research, the researcher identified the respondents and those specifically involved in a remedial reading program of the school. A letter of request for the conduct of the study was sent to the school administrators in the Schools Division of Iloilo City through their Public Schools District Supervisor. Upon approval, the researcher set an individual appointment with the identified participants to conduct the face-to-face interview. The researcher personally conducted the interview using the interview guide. Face-to-face in-depth interview was utilized. Voice and video recorders were provided to completely capture the interviewee's words.

All the information and answers were recorded, compiled, and analyzed. For ethical considerations, the participants were informed that all information and data from the conduct of this study was treated with utmost confidentiality and was used for this study only.

Data Analyses

The information that was gathered in this study was properly analyzed using a thematic approach.

Thematic analysis is a method of analyzing qualitative data. It is usually applied to a set of texts such as interview transcripts. The researcher closely examined the data to

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identify common topics, ideas, and patterns of meaning that come repeatedly (Caulfield, 2019).

A theme is a pattern that captures something significant or interesting about the data and/or research question. It further explains that there are no hard and fast rules about what makes a theme. In this case, the researcher examined the codes and some of them filtered together into a theme (Rosala, 2022).

RESULTS AND DISCUSSIONS

This qualitative research method using the Phenomenological research design aimed to formulate an input on policy recommendation based on the results of the study.

The participants of the study are all remedial reading teachers teaching learners with difficulty in reading and writing in five private schools in the Schools Division of Iloilo City during the school year 2024-2025.

A total of thirty one (31) participants were considered as participants in the study comprising the school administrators, teachers, barangay officials in-charge of education, parents, and public schools district supervisor.

A purposive sampling design was used in this study. A researcher used a researcher-made interview guide questions relevant information about phenomenological experience of stakeholders' participation on remediation reading program of the school.

An open-ended questions were used for the interview. The researcher asked the participants to answer the interview questions and then follow-up with relevant questions

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that may arise from the responses of the participants. Voice and video recorder were used for data gathering and documentation depending upon the permission of the participants.

A thematic analysis was used to summarize and interpret the results of the in-depth interview.

Findings of the Study

The following are the finding of the study:

Based on the results of the study the stakeholders view on schools' remediation program were useful to learners' needs, improve school facilities and resources, provide quality instruction, and opportunity to be creative.

As to the results on how stakeholders extend their support to the remediation program were commitment to serve, facilitating financial needs, moral support, open communication, actively engaging with learners, and providing feedback on its effectiveness.

Based on the results of the study, the support extended by the stakeholders on the school's remediation program were help improve learners' needs, provide enough learning materials, give extra time, strengthening collaboration opportunities, and building relationships with learners.

Stakeholders' support on the remediation program of the school is generally viewed and valuable tool to help struggling learners improved their reading skills by providing targeted instructions to address specific areas of difficulty aiming to bring them closer to grade-level proficiency.

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Stakeholders play an important role by providing input, resources, and support to help implement the remedial program, monitor learners' performance and development, and build a thriving learning environment. The more often a struggling learner is exposed to the way they words look, the better.

Stakeholders are important in education because a team effort increases the chances of success in reaching educational goals. They actively participating in its implementation and evaluation, advocating for the program to effectively address the needs of the learners through collaboration with the stakeholders.

CONCLUSION

The Department of Education may gain insights into how various measures might be used to improve the schools remediation program for addressing the issue.

They may allocate enough budget for program materials and staff training within the school day for remediation sessions.

The school may collaborate with remediation specialists to develop individualized learning remedial plans.

Encourage stakeholders to actively participate ensuring all learners who need remediation have special equal access to the program.

Furthermore, it is essential to conduct the same study in other Congressional Districts of Iloilo using different variables.

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