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## TEACHERS' EXPERIENCES ON LITERACY REMEDIATION PROGRAM: BASES FOR INSTRUCTIONAL ENHANCEMENT

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### ABSTRACT

This study examined the experiences of teachers in the Literacy Remediation Program, focusing on their instructional practices, challenges, and coping strategies. A qualitative research design was used, and data were collected through interviews with selected teachers and analyzed using thematic analysis. Findings revealed that teachers view literacy remediation as a meaningful experience that enhances both learner outcomes and their professional growth. They emphasized the use of differentiated instruction and contextualized strategies to address learners' varying needs, which helped improve learners' reading skills, confidence, and motivation. Teachers encountered challenges such as limited instructional materials, time constraints, low learner motivation, and lack of parental support. To address these challenges, teachers employed coping strategies including collaboration with colleagues, use of localized materials, engagement of parents, and continuous professional development. Literacy remediation programs are effective and their success depends on adequate support, resources, and stakeholder involvement. Strengthening these areas can further improve literacy outcomes among learners.

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**Keywords:** *literacy remediation, teacher experiences*

## INTRODUCTION

Literacy is widely recognized as a fundamental skill that serves as the basis for continuous learning and scholastic achievement. In the Philippine educational context, the Department of Education (DepEd) has continuously emphasized the importance of strengthening reading proficiency among learners, particularly in the early grades. Despite these efforts, national and international assessments have consistently shown that a large number of Filipino students experience difficulties with fundamental literacy skills, including reading comprehension, decoding, and fluency. This challenge has been further intensified by learning disruptions brought about by the COVID-19 pandemic, which significantly affected learners' reading development.

In response to these concerns, schools have implemented various Literacy Remediation Programs aimed at supporting struggling readers. These programs are designed to provide targeted, systematic, and individualized interventions to help learners improve their reading abilities. Teachers have an essential role in the effective implementation of these programs, as they are directly involved in diagnosing learners' needs, delivering remediation strategies, and monitoring progress. On the other hand, the effectiveness of literacy remediation largely depends on teachers' experiences, competencies, and the support systems available to them.

Teachers encounter a range of experiences while implementing literacy remediation programs. These include difficulties like the lack of available teaching resources, diverse

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learner needs, time constraints, and insufficient training, as well as positive experiences like improved learner engagement and reading outcomes. Comprehending these experiences is vital for identifying gaps and opportunities for improving instructional practices. Moreover, teachers' insights can provide valuable information on effective strategies, intervention techniques, and classroom management approaches that can enhance literacy instruction.

Furthermore, instructional enhancement is a key component in addressing literacy gaps. By examining teachers' experiences, educational leaders and policymakers can develop more responsive and evidence-based instructional strategies, professional development programs, and support mechanisms. This aligns with DepEd's commitment to improving the quality of education through continuous teacher development and curriculum enhancement.

Therefore, this study seeks to investigate teachers' experiences in implementing literacy remediation programs and use these insights as a basis for instructional enhancement. The findings of this study are expected to contribute to the development of more effective literacy interventions, improve teaching practices, and ultimately enhance learners' reading proficiency.

## MATERIALS AND METHODS

### Research Methodology

This part covers the research method, research design, participants of the study, procedures for data gathering, research instrument, instrument validity, and data analysis.

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## Research Method

This study adopted a qualitative research approach. Qualitative research is appropriate for this study which sought to examine and understand the meanings that individuals assign to their experiences. The focus of the study was on teachers' experiences, challenges, strategies, and support needs in numeracy remediation, which require in-depth descriptions rather than numerical measurement. Qualitative research is best suited for investigating human experiences, meanings, and perceptions (Creswell & Poth, 2018). It enabled the researcher to gather rich data through interviews and observations, which are important for understanding real classroom contexts.

## Research Design

The study utilized a phenomenological research design. Phenomenology focuses on understanding and describing the essence of participants' experiences about a specific phenomenon. In this study, the investigated phenomenon was the implementation of numeracy remediation. This design allows the researcher to capture teachers' perceptions, feelings, and reflections, providing rich and meaningful insights that serve as the basis for developing an enhancement program.

Phenomenology focuses on understanding the lived experiences of individuals and how they make meaning of a particular phenomenon (Creswell & Poth, 2018).

## Participants of the Study

The participants of the study were ten (10) public elementary school teachers in the District of Barotac Viejo, Province of Iloilo. These teachers were directly involved in the

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implementation of numeracy remediation programs. They handle learners identified as having numeracy difficulties and have firsthand experience in planning and delivering remedial instruction. To ensure meaningful data, participants had one year or more of experience in implementing numeracy remediation.

### Sampling Procedure

The study used purposive sampling to select participants who could provide rich and relevant information about the topic. the phenomenon under investigation. Purposive sampling was regarded as suitable since the study focused on the lived experiences of teachers involved in the implementation of numeracy remediation.

The selection of participants was based on the following inclusion criteria: (1) currently employed public elementary school teachers; (2) directly involved in the implementation of numeracy remediation programs, such as conducting remedial classes or intervention activities; (3) having at least one (1) year of experience in numeracy remediation. The selection process ensured that participants had firsthand experience with numeracy remediation, enabling the researcher to obtain in-depth and meaningful insights that served as the basis for designing an enhancement program.

### Research Instrument

The main instrument used in this study was a semi-structured interview guide. A semi-structured interview is a common qualitative research instrument that consists of open-ended questions designed to gather in-depth information from participants while allowing flexibility for follow-up questions and clarification (Creswell & Poth, 2018). This instrument is suitable

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for this study because it enabled teachers to express their experiences, challenges, strategies, and supports regarding numeracy remediation implementation. Moreover, it allowed the researcher to explore deeper meanings, perceptions, and personal insights that cannot be captured through standardized questionnaires.

The interview guide was focused on four questions about teachers experiences in numeracy remediation, challenges they encountered, strategies they employ, and supports needed. The questions were based on the research objectives and conceptual framework of the study.

Experts in the field validated the interview guide in educational leadership and research methodology to ensure its clarity, relevance, and alignment with the research objectives.

### Data Gathering Procedure

The study's data collection process followed a systematic and ethical procedure. First, permission was secured from the school authorities, and participants were selected using purposive sampling according on specific criteria. The selected teachers were informed about the purpose of the study and were oriented regarding the process to ensure they understood their roles and rights as participants.

Before conducting the interviews, Informed consent was secured from all participants, highlighting confidentiality, voluntariness, and the option to withdraw at any time. Semi-structured interviews were then carried out using the prepared interview guideThe interviews were audio-recorded with permission from the participants to ensure accurate and complete data collection.

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After the interviews, the collected data were transcribed verbatim and to be reviewed for clarity. All data were securely stored, with participants' identities protected using pseudonyms. Lastly, thematic analysis was used to examine the data and identify recurring themes and patterns concerning teachers' experiences and challenges in numeracy remediation.

### Data Analyses

The data collected from the semi-structured interviews were analyzed using thematic analysis, which is a widely accepted method for analyzing qualitative data (Braun & Clarke, 2006). Thematic analysis is suitable for this study as it allows the researcher to determine emerging themes, examine, and interpret recurring patterns and themes that emerge from teachers' experiences and challenges related to numeracy remediation. The process allowed the researcher to understand how teachers perceive numeracy remediation and the challenges they encounter.

## RESULTS AND DISCUSSIONS

This study aimed to explore the experiences of teachers in implementing literacy remediation programs and to use their insights as a basis for developing an enhancement program. The research used a qualitative phenomenological design to understand the personal experiences, perceptions, and reflections of teachers regarding numeracy remediation.

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The participants of the study consisted of 12 selected teachers who are involved in literacy remediation in the District of Barotac Viejo, Province of Iloilo, School Year 2025-2026.

Data collection was conducted through semi-structured interviews, supported by an interview guide. The collected data was analyzed using thematic analysis, which includes transcribing interviews, organizing data through coding, and identifying themes, and interpretation of the results.

Presented below are the findings of the study:

Literacy remediation is described by teachers as a meaningful and rewarding experience because it allows them to directly support learners in overcoming reading difficulties.

The importance of individualized and differentiated instruction is strongly emphasized by teachers, as it allows them to effectively address the varied learning needs, abilities, and pace of each learner.

The use of varied and contextualized teaching strategies is emphasized by participants as an effective way to engage learners in literacy remediation.

Participants reported observable improvements in learners' reading skills as a result of consistent literacy remediation efforts.

Participants noted that literacy remediation contributed to the development of learners' confidence and love for reading.

The lack of instructional materials is one of the major obstacles encountered by teachers in the implementation of literacy remediation programs.

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Adequate and appropriate teaching resources are essential in supporting effective reading instruction, particularly for learners who require additional guidance and practice.

Limited time and competing responsibilities are among the major challenges faced by teachers in the implementation of literacy remediation programs.

Teachers often struggle to balance remediation sessions with their regular teaching loads, administrative tasks, and other school-related duties, which reduces the time available for focused and consistent intervention.

Many struggling readers show limited interest in reading activities, which affects their participation and slows down their progress in developing essential literacy skills.

Many learners receive minimal guidance at home due to parents' work commitments, limited literacy skills, or lack of awareness about the importance of reading practice.

In the absence of sufficient ready-made resources, teachers often develop or adapt materials that are contextually relevant to learners' experiences, making lessons more relatable and easier to understand.

Through teamwork with fellow teachers, school administrators, and community members, educators are able to share resources, strategies, and expertise that strengthen the delivery of remediation interventions.

Parental involvement and home support are essential coping strategies that teachers encourage to strengthen the implementation of literacy remediation programs.

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Patience, motivation, and continuous professional development are essential coping strategies that enable teachers to effectively manage the challenges of implementing literacy remediation programs.

## Conclusion

From the findings, the following insights were obtained:

Literacy remediation programs significantly contribute to teachers' professional fulfillment and motivation.

Individualized and individualized instruction is crucial for effectively addressing learners' diverse literacy needs.

Varied, interactive, and contextualized teaching strategies play a crucial role in enhancing learner engagement and making literacy instruction more meaningful and effective.

Literacy remediation is effective in enhancing key reading skills such as phonics, fluency, and comprehension among learners.

Literacy remediation fosters not only the development of essential reading skills but also the formation of positive attitudes toward reading among learners.

Adequate and appropriate instructional materials are essential for the effective implementation of literacy remediation programs, as these resources directly support learners' understanding, engagement, and skill development.

Motivation and engagement strategies are crucial in maintaining consistent learner participation in literacy remediation programs.

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Home reinforcement plays a crucial role in sustaining learners' literacy development, as consistent practice outside the classroom strengthens the skills gained during remediation sessions.

Localized and differentiated instructional materials play a vital role in ensuring that learners' diverse needs are effectively addressed within literacy remediation programs.

Collaboration with colleagues and stakeholders serves as a vital coping strategy that enables teachers to address the challenges encountered in literacy remediation programs more effectively.

Parental involvement and home support are essential coping strategies that strengthen the implementation of literacy remediation programs by extending learning beyond the classroom.

Teachers' patience, resilience, and continuous professional development play a crucial role in sustaining effective literacy remediation practices.

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