INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue III
February 2026
Available online at https://www.instabrightgazette.com

EXPERIENCES OF LEARNERS, TEACHERS, AND PARENTS ON REMEDIAL SCIENCE CLASSES: BASES FOR PROGRAM IMPLEMENTATION

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ABSTRACT

This study explored the experiences, challenges, and coping strategies of learners, teachers, and parents in the implementation of remedial science classes. Findings revealed that learners viewed remedial classes as supportive and engaging, benefiting from smaller class sizes, simplified instruction, and individualized attention. Teachers expressed fulfillment in helping struggling learners and applied strategies such as scaffolding, motivational activities, and time management to enhance learning. Parents appreciated teachers' efforts and supported their children through encouragement, delegation to relatives or community programs, and financial or logistical assistance. Despite these positive experiences, learners faced reading and comprehension difficulties, low motivation, and socio-emotional barriers. Teachers reported challenges with learners' low literacy, absenteeism, and limited resources, while parents struggled with limited educational background, financial constraints, and household responsibilities. Coping strategies included active participation, peer and teacher assistance, simplified teaching methods, and consistent parental support.

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue III
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Keywords: *Learners', Teachers', and Parents' Experiences, Science Remedial Classes, Implementation Program*

INTRODUCTION

Background of the Study

Remedial classes are an essential component of educational systems, designed to support learners who struggle to meet grade-level expectations, particularly in subjects like Science (Sailors & Price, 2018). Science learning requires both conceptual understanding and procedural skills; however, many learners experience difficulties due to limited prior knowledge, cognitive challenges, and instructional gaps (Darling-Hammond et al., 2020). As a response, schools implement remedial science programs to bridge learning gaps and enhance academic performance.

Learners in remedial science classes often experience both academic and emotional challenges. Research shows that struggling students may develop low self-efficacy and anxiety, which can negatively affect their motivation and engagement (Bandura, 1997; Wigfield & Eccles, 2000). Additionally, negative perceptions of remedial classes, such as feelings of stigma, may hinder participation (Tymms et al., 2011). However, when remedial instruction is delivered in a supportive and learner-centered environment, students demonstrate improved confidence and academic performance (Mason et al., 2019).

Teachers play a crucial role in the effectiveness of remedial programs. Effective instruction requires differentiated strategies, continuous assessment, and professional

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ISSN: 2704-3010
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development (Tomlinson, 2017). However, teachers often face challenges such as limited time, insufficient resources, and lack of training (Darling-Hammond et al., 2017). These constraints may affect the quality of remedial instruction.

Parental involvement is also a key factor in learners' success. Studies show that parental support enhances student achievement and motivation (Hill & Tyson, 2009). However, some parents may struggle to assist their children due to limited knowledge or lack of instructional strategies (Patall et al., 2008). Positive parental attitudes toward remedial education can reinforce student engagement, while negative perceptions may hinder learning (Hornby & Lafaele, 2011).

Given these challenges, program interventions are necessary to improve remedial science instruction. Effective strategies include teacher training, improved instructional materials, and parent support programs (Guskey, 2002; Desimone, 2011). Incorporating learner feedback and promoting active learning can also enhance engagement and academic outcomes (Zimmerman, 2002).

Overall, remedial science programs are vital in addressing learning gaps, but their success depends on the collaboration among learners, teachers, and parents. Strengthening these programs through evidence-based interventions can improve learning outcomes and promote academic success in science.

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MATERIALS AND METHODS

Research Methodology

This chapter outlines the methodological framework of the research, including the design, participant selection, data collection steps, instrumentation, and analytical techniques. The study aims to investigate the firsthand experiences of students, educators, and parents regarding remedial science instruction at Sta. Rita National High School during the 2025-2026 academic year, with the ultimate goal of developing a targeted program intervention.

Research Method

The research method utilized in this study was the descriptive method under the qualitative research framework, employing in-depth interviews as the primary tool.

The descriptive research method focused on systematically characterizing a phenomenon as it existed in its natural environment, without the manipulation of variables. As noted by Elliott (2025), it aimed to provide an accurate representation of the conditions, practices, or relationships present within the educational setting, which allowed the researcher to identify trends, patterns, and practical implications. This approach proved particularly effective for educational inquiries that sought to document and analyze authentic events, behaviors, or perceptions without disturbing the original context (Elliott, 2025).

The interviewer and the interviewee were positioned at a comfortable distance, allowing them to reflect on a series of questions regarding specific issues. The objective was to capture the essential perspectives of the participants within a social context through their detailed responses to these inquiries.

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Research Design

The study utilized a phenomenological research design. Phenomenology was considered a philosophical approach to conducting qualitative research, with the primary goal of understanding how individuals perceived the world. By focusing on a person's subjective interpretations of their experiences, this method sought to uncover how those views might differ from commonly held perspectives. Data were collected by interviewing subjects to explore their personal impressions, a technique frequently employed in fields such as psychology, sociology, and social work.

Phenomenology focused on the study of the structures of consciousness as experienced from a first-person point of view. The central objective was to investigate and describe phenomena exactly as they were consciously experienced, avoiding reliance on theories regarding causal explanations or the influence of unexamined preconceptions (Biemel and Spiegelberg, 2024).

Participants of the Study

The participants of this study consisted of ten (10) remedial science learners officially enrolled in remedial science classes, ten (10) parents of these identified learners, and two (2) teachers currently handling remedial science classes. They were selected based on their direct involvement in the remedial science program, enabling them to provide relevant, meaningful, and experience-based insights for the study.

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Sampling Design

This study employed purposive sampling. According to Zoi Nikolopoulou (2023), this is a non-probability sampling method where participants are intentionally chosen based on specific traits that directly relate to the research. Essentially, individuals were selected "on purpose" because they possessed the most valuable and pertinent information. This approach, also referred to as judgmental sampling, depended on the researcher's expertise to identify and select participants, cases, or events that most effectively aligned with and supported the study's goals.

Research Instrument

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

In terms of research methodology, an interview schedule consisted of a written list of pre-planned questions—whether structured, semi-structured, or open-ended—prepared to guide the interviewer in gathering information consistently from all participants. It functioned as a standardized data collection tool, ensuring that identical topics and questions were addressed across all interviews to facilitate systematic comparison and analysis. The interviewer followed this schedule during face-to-face, telephone, or electronic sessions, posing predetermined items to each participant and recording their responses (Socio.health, 2024).

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The interview schedule comprised three major questions that focused on the participants' experiences, the challenges they faced, and the strategies they used to cope with those challenges within the remedial science class.

Voice and video recorders were also employed for data collection and documentation, contingent upon the explicit permission of the participants.

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—selected for their expertise in research, testing, and assessment—were requested to validate each question for review and modification.

Validity referred to the degree to which the findings, interpretations, and conclusions of a study were accurate, meaningful, and appropriate representations of the concepts being examined. It ensured that the research instrument measured its intended targets and that the results were credible reflections of reality. To establish content validity, the questions and the format of the instrument had to align with the study's defined variables and objectives, guaranteeing that every item accurately reflected the construct under investigation. This process typically involved an expert review to confirm that the items were relevant, clear, and representative of the concepts being studied. By ensuring the content and structure remained consistent with the study's framework, the accuracy and utility of the data collected were enhanced in relation to the research objectives (Creswell & Creswell, 2022).

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The comments, corrections, and suggestions provided by the panel of validators regarding the interview schedule were incorporated using the appropriate evaluation form by Good and Scates (1972), as cited by Soqueña (2021).

Data Gathering Procedures

Permission to conduct the study was secured from the adviser, the Dean of the Graduate School, the Office of the Schools Division Superintendent, the Office of the District Supervisors, and the School Heads; additionally, consent from individual participants was obtained to allow the research to proceed. The researcher personally traveled to the schools, communities, or locations most convenient for the participants to carry out the interviews.

The researcher encouraged the participants to sign a waiver or formal permission form regarding their involvement in the study.

During the in-depth interviews, voice and video recorders were provided to fully capture the participants' verbatim statements. Following the series of interviews, the researcher consolidated all the collected data.

Data Analysis

The data collected through the interview schedule was analyzed using thematic analysis, a qualitative method designed to identify, interpret, and report recurring patterns or themes within narrative data. This approach enabled the researcher to uncover meaningful insights into the participants' experiences, challenges, and coping mechanisms within the remedial science class.

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

The transcribed data from the interviews was analyzed using the framework by Braun and Clarke (2023), which was well-suited for identifying, analyzing, and reporting patterns (themes) within qualitative data.

The analysis followed the standard six-phase process to ensure a rigorous examination of the data. First, the familiarization with data phase involved reading and re-reading the transcripts in both the local language and the English translation to immerse the researcher in the participants' experiences.

Next, in the generating initial codes phase, short phrases or labels—such as "shared phone," "fear of judgment," or "poor signal"—were assigned to meaningful segments of the data. This progressed to the searching for themes phase, where initial codes were grouped into potential overarching themes and sub-themes that captured significant patterns, such as clustering "no insult" and "private correction" under a unified concept.

During the reviewing themes phase, these groupings were refined and cross-checked against the entire dataset to ensure they accurately reflected the participants' meanings and

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the study's primary focus. Once established, the defining and naming themes phase involved developing clear, concise, and academically sound labels for the final emergent themes.

Finally, in the producing the report phase, these themes were woven into a narrative structure for the data presentation, analysis, and interpretation, supported by direct quotes and linked back to the study's theoretical framework.

RESULTS AND DISCUSSIONS

Summary of the Study

This qualitative study explored the lived experiences of students, educators, and parents regarding remedial science programs at Sta. Rita National High School for the 2025–2026 academic year. Utilizing a phenomenological research design, the researcher conducted in-depth interviews with ten learners, ten parents, and two teachers.

Data were collected using a researcher-developed interview schedule, which was validated by a panel of experts and supported by audio-video recordings. After securing all necessary ethical clearances and administrative authorizations, the researcher conducted interviews at the participants' convenience. The gathered data were then consolidated and analyzed using thematic analysis to identify key patterns and insights.

Based on the results of the interview, the following findings are revealed:

Learners generally perceived remedial classes as supportive and engaging. They appreciated the smaller class sizes, which allowed teachers to provide individualized attention and simplified explanations of complex concepts. Learners reported that these classes offered

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a safer and more comfortable environment for asking questions, practicing problem-solving, and gradually improving reading and comprehension skills. Furthermore, learners described these classes as enjoyable due to interactive activities, collaborative exercises with classmates, and encouragement from their teachers.

Teachers, on the other hand, expressed a strong sense of commitment and fulfillment in supporting struggling learners. Despite the challenges of absenteeism, low literacy among learners, limited teaching resources, and time constraints, teachers remained dedicated to helping learners progress academically. They utilized simplified instruction, scaffolding, motivational techniques, and time management strategies to ensure that learners could keep up with lessons and gain confidence in their abilities.

Parents recognized the value of remedial classes in improving their children's learning outcomes. They expressed appreciation for teachers' efforts and dedication, acknowledging that the classes provided critical support that they were sometimes unable to give at home due to limited educational background, work obligations, or financial constraints. Parents coped with these challenges by providing moral encouragement, delegating academic assistance to relatives or community programs, and offering financial or logistical support to facilitate their children's attendance and participation.

The study also highlighted significant challenges encountered by all three groups. Learners struggled with reading and comprehension difficulties, socio-emotional barriers such as bullying and low motivation, and external responsibilities including household chores and transportation issues. Teachers faced challenges in managing learners' low literacy,

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disengagement, absenteeism, and limitations in resources and time. Parents experienced difficulties due to their limited educational background, financial constraints, and the need to balance household responsibilities while supporting their child's learning.

Despite these challenges, coping strategies were evident among learners, teachers, and parents. Learners engaged actively in class discussions, sought assistance from peers and teachers, and managed their time to balance academic and personal responsibilities. Teachers used simplified instruction, interactive and motivational techniques, and careful time and resource management to support learners effectively. Parents provided moral encouragement, delegated teaching support to relatives or community programs, and ensured financial and logistical assistance for transportation and study materials.

Insights

Based on the findings, the following insights are forwarded:

The primary challenges faced by learners stem from a significant gap in foundational literacy, an unfamiliarity with technical scientific vocabulary, and underdeveloped problem-solving skills. These academic hurdles often manifest as behavioral barriers, including chronic absenteeism, disengagement, and diminished self-confidence. Such findings reinforce the critical link between reading comprehension and scientific proficiency, suggesting that academic struggle in science is often a byproduct of broader literacy deficits.

In response to these challenges, a multifaceted coping mechanism emerges: learners employ active listening and self-study habits, while teachers pivot toward adaptive instruction and motivational strategies. This effort is complemented by parents who provide essential

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emotional and logistical support, such as meals and transportation. These interactions highlight the necessity of a "triple support system," where the synergy between the learner, the educator, and the family creates a reinforced environment for academic recovery.

However, the efficacy of this support system is frequently undermined by socio-economic pressures. Many learners are burdened by household responsibilities and financial constraints—such as the cost of daily commuting—which disrupt their attendance and mental focus. Similarly, many parents are limited in their ability to provide academic guidance due to their own educational backgrounds or demanding work schedules. These external pressures serve as a reminder that academic success is deeply contingent upon factors outside the traditional classroom setting.

Ultimately, this study underscores that collaboration is the cornerstone of effective remediation. When learners, teachers, and parents align their efforts, they foster a resilient learning environment that promotes both academic achievement and holistic development. Despite the systemic and personal challenges involved, remedial science programs remain a vital intervention, offering struggling students a necessary pathway to regain their confidence and succeed in their educational journey.

RECOMMENDATIONS

Based on the findings, the following recommendations are highlighted:

Teachers should utilize scaffolded instruction and interactive, motivational techniques to make lessons more accessible and engaging. They should establish structured peer-tutoring

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programs that allow students to collaborate and reinforce comprehension through guided practice, and organize small-group tutorials or after-class sessions to provide the personalized attention necessary for students with significant literacy or comprehension gaps.

Parents should actively participate in school-led engagement programs to learn effective strategies for supporting their children's academic progress at home. For those with limited educational backgrounds, seeking assistance from community-based learning programs or utilizing support from relatives may supplement the help they can provide, ensuring their children remain motivated and accountable.

Learners should cultivate self-regulated learning habits, such as consistent note-taking, goal-setting, and regular review of science concepts. They are encouraged to be proactive in seeking peer support and participating actively in classroom sessions to overcome emotional barriers like the fear of judgment or social anxiety.

DepEd officials and school administrators should develop standardized guidelines for science remediation that prioritize resource allocation, such as laboratory tools and contextualized learning materials. They should also implement flexible remedial class schedules to accommodate learners with significant household responsibilities or transportation constraints, while exploring financial support, such as scholarships, transportation allowances, or basic school supplies, to mitigate the impact of poverty on student attendance.

Curriculum planners should design science intervention modules that follow a scaffolded approach, ensuring basic vocabulary and foundational concepts are mastered

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before advancing to complex topics. Future modules may integrate more visual aids and interactive, hands-on experiments to bridge the gap between abstract scientific theories and practical understanding.

Future researchers may conduct longitudinal studies to track the long-term academic success of students who transition out of remedial science programs. Additionally, investigations may be performed to compare the effectiveness of digital versus traditional hands-on remedial tools in resource-limited settings.

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