

Remedial Reading Program in the Schools Division of Iloilo: Challenges and Effective Practices

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Abstract

The purpose of this qualitative study is to describe remedial reading program challenges and effective practices. This study is anchored on the grounded theory using the Glaserian approach, and it follows the inductive approach for theory development through progressive identification and integration of categories of meaning from the challenges and effective practices of teachers in remedial reading. The data collection was participated by five (5) participants conducted at the Schools Division of Iloilo for the school year 2018-2019. Sampling size was based on theorizing and not on the data saturation and methods of analysis were discussed. Results reveal that there are seven (7) themes generated. Based on observations, data were gathered, analytical data mining techniques were used to analyze data and detect the pattern, then a testable hypothesis was formulated, and lastly, a theory was generated. Observations and patterns were the basis of development of a theory. Themes generated are Facilitator's Challenging Practices, Remedial Reading Innovations, Teachers' Motivation, Authentic Tasks, Cognitive Readiness, Personal Drive and Trained Teachers. Thus, the theory developed is "Quality Remedial Instruction Theory".

Keywords: Remedial Reading Program, Challenges, Effective Practices, Schools Division of Iloilo

Introduction

Reading is one of the macro skills that should be taught and developed among learners. It is a basic tool to learn and the jumping board for all other leanings. It facilitates one's ability to reason out, think critically, discriminate, judge what has been read and solve analytical problems.

Teachers always look forward to obtaining their ultimate dream for students, which is to acquire knowledge, skills, and understanding to combat the challenges of life in order to meet the global demands. Through the teaching of reading, knowledge in different areas can be ascertained.

DepEd Order No. 6 series 2018, the K-12 Basic Education Program aims to provide every Filipino child with the education she/he needs to compete in the global context.

The goal of the new curriculum is to give Filipino students enough time to master skills and concepts so that they are ready for tertiary education when the time comes. Educator must use innovative strategies to ensure that the focus in education is on preparing today's children for the future of where they will live and where they will work, not for our current world. Thus, the institution's success that is hinged on the Vision, Mission, and Core Values of the Department of Education, is actualized.

Following our spiral curriculum along the implementation of the K to 12 Basic Education Curriculum, the level of difficulty in reading is ascending; that is the challenge among reading teachers. If the child has poor reading, chances are his or her performance in any other subjects is poor and eventually affects learning (Dacalos, Datulayta, Davis, et al, 2016).

According to Functional Literacy, Education and Mass Media (FLEMMS)(2010) survey, the number of Filipinos, aged 10 – 64 years old, who do not understand what they read, has grown to 20.1 million. Moreover, in reading, the percentage of students reaching proficiency grew from 27 to only 34 percent (Cristobal, 2015).

From a global perspective, the above mentioned observations and reports are supported by the research conducted by Hock & Deshler (2003) as cited in the study of Nichols (2014) which revealed that more than 5 million high school students do not have the proper grade-level literacy skills required to comprehend their textbooks or other written materials.

According to the Alliance for Excellent Education (2003), one significant risk factor for dropping out of school is reading achievement level. Students with below grade level reading skills are two times as likely to drop out of school as those who can read on or above grade level. The Alliance for Excellent Education released a report quantifying the extent of

deficiencies in adolescent literacy in the United States (Biancarosa & Snow, 2004).

In the Philippines, upgrading the educational system, through the K to 12, is geared toward the improvement of quality education.

In support of the Ten-Point Basic Education Agenda of the Aquino Administration and the institutionalization of the “*Every Child a Reader*” Program (ECARP), the Department of Education (DepED) is initiating programs that would promote reading and literacy among the pupils and students, motivate our youth to learn from the lives and works of eminent Filipinos, uphold one’s own heritage and values; and make reading a shared physical experience, specifically among the youth, thereby increasing its relevance amidst the growing reliance on the internet and inclination to on-line activities (Department of Education, DepEd Memorandum No. 244, series of 2011).

To intensify these initiated programs of the DepEd to address reading needs of Filipino learners, policies and mandates were provided. November was declared as National Reading Month and establishing school based Remedial Reading Program was implemented. Despite the initiated programs and interventions, still it is observed from the grass roots, in schools, as teachers reported that many of our learners still reach secondary level, enrolled in grade 7 as slow readers and worse non – readers.

Concomitant to this thrust, the Department of Education, enforced the policy “*Every Child A Reader*” beginning School Year 2002-2003.

By this policy, it is expected that no pupil will be promoted to the next higher grade unless he/she manifests mastery of the basic literacy skills in a particular grade level. All possible means of assistance and encouragement shall be extended to enable the child to read. In this connection, all schools are enjoined to develop a SchoolBased Reading Program that includes the conduct of an inventory of the children’s reading ability, a diagnosis of those who need further reading instruction and appropriate measures to improve reading comprehension.

Feleo (2012) emphasizes that it is a must that every school should have a reading program. He further emphasizes that reading program is a “follow-up or remediation” to address reading problems and reading comprehension levels of learners at the same time. Teachers should adopt a systematic and well-defined approach in remedial teaching to achieve the goal of

Department of Education which is “*Every Child a Reader, Every Reader a Learner.*”

The Schools Division of Iloilo in accordance to the mandate of Department of Education orders to establish a remedial reading program in all secondary schools to address reading problems, diagnose reading levels through the administration of the 2018 Revised Philippine Informal Reading Inventory (PHIL-IRI)(DepEd Order 14, s. 2018 - Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory) and provide reading strategies appropriate to learner’s reading needs which help remedial reading teachers in crafting appropriate program.

In the desire to implement remedial reading program in response to great causes of the Department, we cannot eliminate challenges encountered along the way. Best practices though are employed but feedbacks revealed that across all schools in the Division of Iloilo as reported by remedial reading coordinators, we still have grade 9 learners who are slow readers and non-readers and it is even observed that there are Senior High School learners who can read but cannot comprehend what they read.

These reasons alone qualifies that there is a gap in the practice of such programs implemented. This pressing situation pushed greater pressure to school heads in the principle of accountability to work very hard at improving and developing the teachers to raise the achievement levels of students in terms of reading. Student’s achievement may be toned down to principal leadership and teacher efficacy.

In light of the aforementioned reasons, the researcher feels the need to conduct a study that aims to describe the challenges and effective practices of the remedial reading program in the School Division of Iloilo.

Research Questions

This study aimed to describe the challenges and effective practices of the remedial reading program in the Schools Division of Iloilo. Specifically, it answered the following questions:

1. What are the challenges encountered in remedial reading program in the Schools Division of Iloilo?
2. What are the effective practices in remedial reading program in the Schools Division of Iloilo?
3. What themes can be drawn out of the results of the study in remedial reading program in the Schools Division of Iloilo?
4. What theory can be generated based on the findings

of the study in remedial reading program in the Schools Division of Iloilo?

Literature Review

Reading is essential to a person's life, especially to a child as this serves as key to wisdom and unlocks the gateway of imagination, pleasures, and glimpse of the world (Nedira, 2009).

Reading is an active process in which readers interact with the text to reconstruct the message of the author and give meaning based on their own experiences (Alcantara et al, 2001) According to Professional Developments Service for Teachers (PDST), reading is one strand of literacy.

"Literacy plays a primary builder of an intelligent population (Ysatam, 2009). Wolf (2007) rejoins that the basic reading skills necessary to become —literate do not develop naturally; we have to learn to adapt the part of our brain that recognizes images to be able to recognize written letters and words. To Cao (2010), results from a Save the Children study in the Philippines reveal stark regional differences, with a very small percentage of children unable to read in Filipino and English (1% and 2%, respectively) in Manila, compared with 24% and 30% of students in Mindanao.

Fosudo (2010) affirms that the acquisition of reading skills has a beneficial effect on all school subjects, including social studies, science, mathematics, and so on. Poor reading skill can make a child develop a poor attitude toward school and can create self-esteem problems later in life.

According to —Read on, Get on Campaign (2014), children living in poverty are less likely to be able to read well at school than their classmates—and this has the potential to be devastating for their future lives. Reading failure is a serious national problem and cannot simply be attributed to poverty, immigration, or the learning of English as a second language by the (Strategic Marketing & Research, Inc., 2014).

From Brozo as cited by Conde (2008), the problems of our schools, the growth of poverty, and the loss of family values show some association with poor reading. To Goldenberg (2004), a growing body of evidence suggests that reading problems are preventable for the vast majority of students who encounter difficulty in learning to read, if these students receive extra support in the form of an early

intervention program.

Based on Zunguze (2011), factors such as levels of education of parents, child entry at school, reading habit at home, family socio-economic status, preschool experience, similarity between the language of initial instruction, and the language spoken at home are encountered as factors that may contribute to low level readings. The latter seems a contradiction of Chapman's (2003) statement that, first of all, there is no single cause of reading problems. The ability that correlates most highly with literacy achievement is language development, not phonemic awareness.

To Scalon & Velluntino (2003), what a child knows about written language, not phonemic awareness, when he or she enters school is the best predictor of success in learning to read. There are factors that influence acquisitions of reading ability, according to Alcantara, Villamin, and Cabanilla (2006) and these majors factors affect reading performance such as interest, language facility, auditory discrimination, intelligence, motivation, visual discrimination, motorocular, home background teaching strategies and attitudes (parents, siblings, teachers, peers).

The readiness of a child to learn how to read is important. According to Early Reading: Igniting Education for All, no two children develop their reading skills at exactly the same rate, readers progress through stages in their reading development, some simultaneously, which Gove and Cyelich (2003) support. Alcantara, Villamin, and Cabanilla (2006), claim that there are various means in detecting a sign of the child's non readiness such as readiness test, physical examinations, and observation. Develop readiness of a child to read such as providing many and wide experiences, providing experiences with materials and techniques of reading, develop ability to recognize likeness and differences in words, word forms or other forms; training children to be attentive when in group, developing work habits.

To Bond and Wasson (2000), teachers should be able to distinguish the differences of students. National Educational Psychological Service points out that interventions may need to target particular aspects of reading; one student may need help with reading comprehension (for example, an inference training program), while another may need explicit teaching of particular phonics. Therefore, teachers need to seek out interventions relevant to their particular context and students' individual needs (Bond, 2005).

The teacher must know the nature of reading growth, the types of reading difficulties that might impede

growth, and the characteristics of children that might predispose them to reading difficulties. Moreover, children grouped according to reading ability would not be similar in many other characteristic (Goldenberg, 2004).

Non-readers as defined by Carnine, Silbert and Kameenui (2007), are students who are virtually unable to decode, who are able to identify 50-100 words by sight; however, they have no generalizable strategy for decoding words. Martin and Pappas (2006) believe that non-readers lack the skills of a fluent reader.

To Torgesen (2004), to be a fluent reader, children must be able to: (1) recognize most of the words in a passage by sight; (2) correctly pronounce words 5 -10 times before they become —sight words; and (3) make accurate first guesses when they encounter new words, or growth of their —sight word vocabulary is delayed—they never become fluent readers.

Since there is no best way to teach beginning reading, professionals who are closest to children must be the ones to make the decisions about what reading methods to use and they must have the flexibility to modify those methods when they determine that particular children are not learning. The federal and state governing bodies, in the US, never prescribes particular methods, but rather support balanced approaches to reading instruction at the state level. International Reading Association Policy makers provide funds for professional development and books, so that children can read for enjoyment (International Reading Association, 2009).

With the factors that affect the child to be a nonreader, teachers and parents should work collaboratively. To improve reading instruction teachers need to be better educated in the area of reading. Improvement in instruction in the form of materials does not replace teacher knowledge in helping struggling readers become independent readers (International Reading Association, 2009).

Reading scaffolding, as defined by Benjamin (2007), is a learning support system of some kind that brings students far enough along that they can complete the rest of the task themselves. In dealing with nonreaders, oral strategies are commonly used, provide any essential information aloud or taped as the learner follows the print (Martin & Pappas, 2006). To Cabalquinto (n.d), sounds of letters are taught instead of names of the letters of the alphabet. Benjamin (2007) denotes that, scaffolding for reading instruction is not giving students the answer, doing the work for

them, reading aloud for them, giving hints or diluting the information and learning it for them.

Kinberg (2006) states that scaffolds provide students with support in their learning. He also adds that, these supports are designed to be temporary and they serve the purpose of assisting the students until they can complete the task independently. Scaffolds can take many forms; some of these are hand-outs, wall charts, graphic organizers, verbal reminders.

Boom (1991), in Alumbro (2001) cites that good reading does not happen overnight. It can only result from a carefully planned program of instruction with evaluation as its indispensable component.

The Purpose of Reading Instead of Reading for Purpose Theory formulated by Jeanne Chall (1983) states that even though reading is taught throughout the school years, there seems to be a critical pivotal point in reading development that takes place between the third and fourth grades. During a transition period from third to fourth, there seems to be this idea that students are no longer asked to read for pleasure but instead must begin reading for purpose (Bowen, 1999).

Methodology

Research Design

The researcher utilized grounded theory method of research on remedial reading program challenges and effective practices. This involved the progressive identification and integration of categories of meaning from the challenges encountered/experiences of teachers in remedial reading and their present economic conditions. It is both the process of category identification and integration (as method) and its product (as theory).

Grounded theory provides guideline on how to identify categories, how to make links between categories and how to establish relationships between them (Allan, 2003). Grounded theory as theory is the end-product of this process; it provides an explanatory framework with which to understand the teachers lived experiences on practices under

investigation. To identify, refine and integrate categories, and ultimately to develop theory; grounded theory utilizes a number of key strategies, including constant comparative analysis, theoretical sampling and theoretical coding. For the major analytical constructs, it designates the grouping together of

instances (events, processes, occurrences) that share central features or characteristics with one another. Categories can be at a low level of abstraction, in which case they function as descriptive labels. As grounded theory analysis progresses, it identifies categories at a higher level of abstraction.

This study utilized the Glaserian Grounded Theory. There was no preconception. The concept of bracketing and suspension of “a priori” knowledge thought upon the coding and theorizing phases.

No Preconception: The Dictum. The research process using the Classical or Glaserian Grounded Theory starts with sensitizing concepts as basis for opening research questions. With no preconceived ideas about the study domain, data are collected. In this case, all the responses of informants in the Schools Division of Iloilo handling remedial reading would be the basis for the researcher to extract the initially collected data that were subjected to initial coding raising them to initial memos.

Further data collection was done for focus coding and for refining conceptual categories and for advance memos. Theoretical Sampling was to look for specific new data, adopting these to the categories. Memos were sorted and integrated so that concepts are diagrammed. Finally, the researcher united the first draft. If there was a need, further theoretical sampling was done and furthered reexamined. The process went on until the theory was formed.

All is Data. Grounded theory is distinct compared to other qualitative studies because of the three interrelated principles. The first principle is “all is data”. Interview transcripts, field notes, researcher’s observations, documents reviewed and figures are treated to the data worthy to be incorporated in the budding theory. Apart from other research traditions, literature review in grounded theory is not be treated to be the basis of judging the veracity of a developed theory, but instead the concepts from the literatures are compared with the codes and categories of the new theory to develop its scope and abstraction.

In this case, the researcher did further interviews through other sources, data mining to substantiate the concepts of remedial reading program, challenges and best practices as basis for generating a theory.

Constant Comparative Analysis. It ensures that the researcher did not merely build up categories but also breaks them down again into smaller units of meaning. In this way, the full complexity and diversity of the

data were recognized, and any homogenizing impulse was counteracted. The ultimate objective of constant comparative analysis was to link and integrate categories in such a way that all instances of variation were captured by the emerging theory.

In this study, the researcher dealt with everything as data, so as new data came in, these were compared with the previous theoretical codes that the researcher had made. The constructs and memos were revised depending on the data being added. Hence, the researcher contemplated and altered the emerging theory. When the researcher treated all as data and they were constantly compared to the previous framework initially made, theoretical sampling was necessary. The commencement of recruiting for the first case was purposively done; the initial framework was the basis for the recruitment of the next cases.

The data from the next cases were compared constantly until data saturation was reached.

Theoretical Sampling. This involves collecting further data in the light of categories that have emerged from earlier stages of data analysis. Theoretical sampling means checking emerging theory against reality by sampling incidents that may challenge or elaborate its developing claims. While the earlier stages of grounded theory require maximum openness and flexibility to identify a wide range of predominantly descriptive categories, theoretical sampling is concerned with the refinement and, ultimately, saturation of existing, and increasingly analytic, categories.

Locale of the Study

This research investigation was conducted at the Schools Division of Iloilo in the province of Iloilo among five (5) purposively selected schools implementing remedial reading program that are located in Oton, Pavia, Lambunao, Dumangas and Ajuy, Iloilo respectively.

Participants

In this study, the researcher gathered data from the teachers handling remedial reading in the five Congressional Districts for the School Year 2018-2019. There was 1 participant/informant in every district. The participants were selected based on the following criteria:

According to Salkind (2010), in order to identify subjects who will be included in a research study, a set of predefined characteristics known as the inclusion

criteria was formulated. Inclusion criteria, along with exclusion criteria, make up the selection or eligibility criteria used to rule in or out the target subjects for a research study. This qualitative research employed participants from teachers handling remedial reading who were drawn from different congressional districts, and experienced remedial reading challenges and effective practices.

The researcher chose five (5) participants/informants from the schools of Ajuy, Dumangas, Pavia, Oton, Lambunao, all of which underwent the in-depth interview, and willing to participate and to provide data needed for this study.

The exclusion criteria is the fact that the prospect is not handling remedial reading. During the selection process, the researcher approached the teacher's and informed them of the purpose of the study. The list of those who participated was taken to ensure that the teachers who participated in the study have already experienced both exposure thus giving more insights to the study objectives. The researcher then visited the classrooms where the teachers are assigned and each was told regarding the study and its objectives. Those who participated and shared their experiences on reading program challenges and practices underwent a one-on-one interview with the researcher in the school or any place convenient to the interviewees. This ensured that participants feel at ease and would have sense of privacy during the interview. The researcher anticipated that there are cases that some refused because the topic is too confidential to share; in this note, informed consent was filled out by both researcher and participants to protect the privacy of the subject. The researcher was able to gather the needed number of participants for this undertaking.

Sampling Technique

Purposive Sampling. The study commenced with purposive sampling. Purposive sampling is a practice where subjects are intentionally selected to represent some explicit predefined traits or conditions. This is analogous to stratified samples in probability-based approaches. The goal here was to provide for relatively equal numbers of different elements or people to enable exploration and description of the conditions and meanings occurring within each of the study conditions. The selection of the participants was based on a strategy referred to as, "purposeful selection" in which particular settings, person or activities were selected deliberately in order to provide information that cannot be gotten from other choices (Lumauag, 2015). For the consequent samples, *theoretical*

sampling was used. The participant was judged to have good knowledge about the domain of the study.

Upon the conceptualization of the first case, the aim of the investigation was to discover the intricacies of the social process embedded in the interview data.

Inconsistencies and vagueness of data allow the researcher to search for another case who filled the data gaps from the first conceptualization. Thus, theoretical sampling was used for the next recruitment of samples.

Sampling Size. Sampling size was based from theorizing and not from the data saturation; that is no further theoretical variation in a concept emerges from the data being analyzed (Munhall, 2012).

Data Gathering Procedures

In Grounded Theory, data are collected from research participants in their naturalistic settings, capturing their everyday life. The data here consists of qualitative information, most commonly in the form of transcripts from interviews with research participants. Data include historical documents, texts, electronic communication, or other sources. Ultimately, the researcher collects words (Chesnay, 2015).

In the case of interview, for this study, the researcher developed an interview guide. The term "guide" is used purposely here because it is a guide rather than a specifically constructed script that cannot change. The construction of the interview guide began with creating several open-ended questions. Each open-ended question was followed by several probes, which were ways of restating the question in case the participant did not seem to understand what the researcher was getting at. Probes facilitated focus on more specific insights. They were also used to restate a question in case the research participant did not understand what was being asked. Questions were open-ended rather than "yes" or "no" type of questions.

The researcher was actively involved in the interview, which means that the researcher actively responded to the answers from the participant, by asking for clarification if needed or asking the person to expand.

This type of interview is referred to as a semistructured interview because there is room for variation in wording and for clarifying questions. As the study progressed, the interview questions were changed and became more focused, based on ongoing data analysis. Through the data analysis, provisional

hypotheses were generated and data continued to be collected in a more focused way, guided by these provisional hypotheses.

The researcher, in this more focused mode, was looking for support for these provisional hypotheses in order to confidently present these “findings” or descriptions and explanatory observations. And if support was not generated in the data, or only weak support was evident, data analysis continued, and eventually other provisional hypotheses were generated, guiding further data collection. Eventually, with enough data, the researcher arrived at “theoretical saturation” a term described below under the section on analysis of data.

This study involved three phases, namely the conceptual, narrative and interpretative phases (Field et al., 1996). Conceptual phase involved the formulation of the research questions were formulated for the purpose of the study. The research question evolved due to the researcher’s involvement under investigation. The narrative phase involved planning the research design. The researcher was the main data collection instrument. The empirical research phase involved the data collection, analysis and interpretation. Data collection included qualitative information that was collected during one on one interview.

According to Streubert and Carpenter (1999:49), intuiting is a process whereby the researcher begins to know about the participants’ perspective. In intuiting the researcher is required to be totally immersed in the study. In this particular study, the researcher avoided all criticism, evaluation and opinion and paid attention to how the study under investigation was being described by the informants.

Data Analysis Procedures

The role of the researcher was to elicit information, during the one on one discussion. In the discussion of the instrument, the types of questions for the one-on-one discussion were discussed. The researcher’s role was introduced to the participants to establish rapport. The participants were informed about the purpose of the study.

The researcher was the facilitator of the one-on-one discussion. The researcher maintained open-mindedness and skills in eliciting information. The climate should be nonthreatening; the participants were introduced. The participants were interviewed at a place where they felt at ease for better communication, to ensure productivity as well as

comfort in disclosing information. The researcher established this ground rule: No use of mobile phones during the interview. These rules were necessary for the smooth running of the interview. The researcher put the participants at ease and introduced the topic to be discussed. The researcher dealt with hurtful remarks and prejudice by repeating the ground rule and using good facilitating skills.

The researcher also used the instrument required to aid in data collection. In order to collect data effectively while at the same time limiting problems, the researcher made use of the cellphone.

Coding. It is the process by which categories were identified. In the early stages of analysis, coding is largely descriptive. Its descriptive labels were attached to discrete instances of phenomena. New, low-level categories emerged frequently as a result. As coding progressed, the researcher identified higher-level categories that systematically integrated low-level categories into meaningful units. Theoretical coding involved the application of a coding paradigm synthesized by the researcher to particular ways in which categories may be linked with one another. Comparing the various instances of emotion allowed the researcher to construct subcategories of emotion.

Memo-Writing. After the “theoretical coding,” codes were categorized to substantiate an emerging theory. The researcher stayed open for the possibilities of reconstructing or deconstructing previous memos.

Diagramming. Diagrams illustrated the relationships among concepts.

Theoretical Saturation. Ideally, the process of data analysis in grounded theory continues until theoretical saturation has been achieved. In other words, the researcher continues to sample and code data until no new categories can be identified, and until new instances of variation for existing categories have ceased to emerge.

Results and Discussion

Theory Generation process

This section presents the theory that the researcher generated based on the concept of Grounded Theory. The theory emerged from the data gathered in the two different sites which discussed the challenges/experiences of the teachers in remedial reading in the Schools Division of Iloilo. The gathered

data were coded and categorized until themes were created.

Furthermore, this chapter contains the: (1) codes and categories; (2) propositions and hypotheses; and (3) the generated theory of the study.

These are the themes generated from the study:

Theme 1: Facilitator's Challenging Practices

Theme 2: Remedial Reading Innovations

Theme 3: Teachers' Motivation

Theme 4: Authentic Tasks

Theme 5: Cognitive Readiness

Theme 6: Personal Drive

Theme 7: Trained Teachers

Presentation of Themes

Theme 1: Facilitators Challenging Practices

The role of the facilitator in remedial reading is crucial; teachers always look forward to obtaining their ultimate dream for students, which are to acquire knowledge, skills, and understanding to combat the challenges of life in order to meet the global demands. Reading is a basic tool to learn and the jumping board for all other leanings. It facilitates one's ability to reason out, think critically, discriminate, judge what has been read and solve analytical problems.

Sub-theme 1. Lack of Classroom Resources

As participant shared their challenging experiences: Lack of classrooms and the schedule for remedial reading because eventually they have classes with other subjects. Another challenge is non-reader really can't identify letters and the sounds and even they have special conditions that need to be diagnosed properly like dyslexia in which we planned to have right person to diagnose our learner's condition and we are moving on this stage. (P1: 13-25).

Poor classroom facilities does not provide students a comfortable place to learn in reading, and a healthy environment influences successful teaching and learning; these attributes affect reading outcomes the most and in that manner and degree. Conditions of classroom facilities have an important impact on students' reading comprehension.

Another statements uttered from the participants;

Lack of appropriate instructional material/classrooms suited for remedial reading program. (P2: 136-138)

An effective classroom facility is responsive to the changing remedial reading program delivery, and is much more than a passive container of the educational process.

For lack of financial support, I solicited from my co-teacher and private persons and LGU for any support. It can be in a form of money or reading materials. (P1: 161-164)

A growing body of research has found that classroom facilities can have a profound impact on both teacher and student outcomes in remedial reading program. With respect to the teachers views, classroom facilities and learning resources affect health, behavior, engagement, learning and growth in reading achievements.

This is supported by the study of Brozo as cited by Conde (2008), that the problems of our schools, the growth of poverty, and the loss of family values show some association with poor reading. To Goldenberg (2004), a growing body of evidence suggests that reading problems are preventable for the vast majority of students who encounter difficulty in learning to read, if these students receive extra support in the form of an early intervention program. Based on Zunguze (2011), factors such as levels of education of parents, child entry at school, reading habit at home, family socio-economic status, preschool experience, similarity between the language of initial instruction, and the language spoken at home are encountered as factors that may contribute to low level readings.

Sub-theme 2. Unfamiliarity to Letters and Sounds

As participant revealed their experiences, For almost two years of handling the remedial program and facing these immeasurable learners who struggles a lot in reading and found out that there were many of them were non-readers, I really started my lesson from the very basic which was all about the English alphabet and its sounds. (P3: 258 – 266)

A large number of learners were diagnosed to be nonreaders. It is very important for every reading program to have determined the reading levels of learners in order to employ appropriate intervention that would answer their needs.

Similarly, the reading program's challenge is the growing numbers of non-readers which is rooted to varied types of reasons. Home and school environment affect the reading interest and ability of every learner. In this manner, it is appropriate to begin teaching non-

readers by introducing to them simple activities and later complex ones.

This is supported by the study of Alcantara, Villamin, and Cabanilla (2006) which posts that there are factors that influence acquisitions of reading ability, and these majors factors affect reading performance such as interest, language facility, auditory discrimination, intelligence, motivation, visual discrimination, motorocular, home background teaching strategies and attitudes of (parents, siblings, teachers, and peers).

Alcantara, Villamin, and Cabanilla (2006), claim that there are various means in detecting a sign of the child's non-readiness such as readiness test, physical examinations, and observation. They suggest that teachers should developing readiness of a child to read such as providing many and wide experiences, providing experiences with materials and techniques of reading, develop ability to recognize likeness and differences in words, word forms or other forms and training children to be attentive when developing work habits.

In dealing with nonreaders, oral strategies are commonly used, such as providing any essential information aloud or taped as the learner follows the print (Martin & Pappas, 2006). To Cabalquinto (n.d), sounds of letters are taught instead of names of the letters of the alphabet.

With the factors that affect the child to be a nonreader, teachers and parents should work collaboratively. To improve reading instruction teachers need to be better educated in the area of reading.

Improvement in instruction in the form of materials does not replace teacher knowledge in helping struggling readers become independent readers (International Reading Association, 2009).

Sub-theme 3. Support to Remedial Reading program

As participants narrated their experiences; Lack of support of parents, PTA and school. There is no moral support from the parents because they didn't bother to check their son's/daughters academic etc. status in school. They didn't attend in PTA meeting or conferences. There is no funding or intended amount in the PTA program or project. Remedial reading is not a banner program of the school and receives a little attention in the LGU project.(P2: 123 -131)

Implementation of remedial reading program shall be

in collaboration of a team, the school, the parents, stakeholders and learners. This enables the successful operation of the program and efficient delivery of the activities and instruction.

Another participant expressed; The administration should support the implementation of the reading program. Parents of these learners were mostly financially unstable and so they can't provide the basic needs of their children in school. Some parents were not hands-on and not so supportive when it comes to their children's academic performance. (P3:269 – 277)

Parents play a vital role in the success of every learner. Teachers and parents shall work in collaboration on how to improve reading skills of learners. Follow – up at home is a very important factor that can help learners improve their reading abilities.

Another participant narrated; Lack of funds to buy books, charts, videos and other materials for reading. Lack of conducive place for a reading hub. Lack of interested teachers to help in the reading program. Lack of time to attend individually to the varied needs of the remedial reading student. Lack of budget intended for this program. There is no budget allocation. Lack of reading clinic venues for a large number of learners.(P4:495 – 503)

Successful implementation of every program lies on the great support of the school and the members of the implementing body. In order to implement the program well, reaching and extending linkages and networking is a consideration.

Another participant expressed; It greatly affect because our resources hinder our program implementation. Sometimes, we get from our own pocket to initiate feeding program to the remedial reading learners. (P4:710-712)

Teachers are the primary persons needed in the implementation of any reading program. Teacher's resourcefulness and great initiative are very helpful in order to achieve the sustained implementation of the program.

This was supported by the study of Goddard, Hoy, & Woolfolk-Hoy (2000) which expresses that in order to prevent the retention of weak literacy skills, appropriate stakeholders such as school psychologists, general education teachers, special education teachers, speech and language specialists, reading specialists,

administrators, and parents need to initially establish collective efficacy about the relationship between instruction and performance.

In fact, an increase in reading achievement occurred in schools where beliefs about teaching and learning competencies were shared collectively by stakeholders.

Once collective beliefs have been established, collaborative problem solving among interested stakeholders should occur within a data-based decision-making framework. In other words, the process of linking assessment to intervention needs to be shared by the appropriate multidisciplinary team members. Team members need to share the responsibility for determining students' skill levels, identifying instructional environment variables, targeting appropriate interventions, monitoring student progress as a function of interventions, and evaluating outcomes. These responsibilities are carried out through data-based intervention methods.

Theme 2. Remedial Reading Innovations

Remedial reading program needs innovative teaching strategies and approaches to better facilitate reading learner's needs and to improve learner's ability to read, and comprehend.

Teacher's innovations in terms of reading instruction and approaches are necessary to capture learner's interest in reading. Every learner is unique that needs unique and innovative remedial reading approaches.

Sub-theme 1. Creative Practices

As participants revealed their experiences; Each learner is unique. So, one strategy does not fit all. Teachers made unique way of teaching reading to every learner. One on one or face to face reading is most effective and varying strategies make it more effective. (P1;53-60)

School caters diverse learners with varying needs in different aspects. It is very important to note that every learner should be taught in a way that teaching corresponds to their learning needs.

Teacher's innovation in addressing diversified learning needs of learners comes into play where it has to be the heart of teaching.

Another participant expressed; The peer tutoring helped a lot in inspiring the remedial reading students

become more proficient and dedicated in reading. Donors poured in having seen the success of the program. (P4:547-552)

A simple yet interesting innovation can capture and aid reading instruction among reading learners. Innovations goes with how it is being implemented. The beauty of a particular innovation can be seen when learners become responsive to it and significant improvement is noted. This is supported by the study of Snow, Burns, and Griffin (2000) which highlights that for interventions, it should be realized that "one size does not fit all." It may be desirable to modify or target other interventions based on sufficient data obtained about the unique needs of individual students.

To Bond and Wasson (2000), teachers should be able to distinguish the differences of students. National Educational Psychological Service points out that interventions may need to target particular aspects of reading; one student may need help with reading comprehension (for example, an inference training program), while another may need explicit teaching of particular phonics. Therefore, teachers need to seek out interventions relevant to their particular context and students' individual needs (Bond, 2005).

Furthermore, Gambrell, Morrow, Neuman, & Pressley, (2000) emphasizes that whether word identification or comprehension interventions are implemented, general psychological components of teaching and learning that apply to how children acquire literacy should be incorporated in lessons. Scaffolding, shaping, connecting to prior knowledge, constructing meaning, motivating students, and providing opportunities to learn have been considered among the key components of best literacy instructional practices.

Sub-theme 2: Challenging Tasks

As participants narrated; My first year of teaching these learners is the hardest. It is like millions of challenges to be faced and I have to dive in and it is like I need to start creating magic in their life. They are really so special in my heart which oftentimes I found myself giving them more time despite of my busy schedule every day. It's like spending nights in preparing for my next lesson with them. Talk to them about their family and knowing that most of them came from the lower class and that their parents couldn't support them of their needs or their parents are too busy finding money to support them but not realizing that their child badly needed their help. (P3:380-396)

The hardest part of any program delivery is the implementation where challenges come. The implementation requires great effort, passion and dedication from the implementing body who would determine the success of the program. The challenges are natural and these pushes the implementers to reflect on their practices. It is important that in spite of challenging tasks, motivating learners to read is the heart of the implementation.

This is supported by the study of Nicholls (2000) which emphasizes that motivating students to read is a real challenge particularly for the upper elementary and secondary school teachers. Studies have shown that kindergartners and first graders are more likely to expend efforts toward reading even if they fail. Jacobson, Lowery, and Ducette (2001) supports this claim by highlighting that older students, especially those with learning difficulties, are less willing to put forth effort if they do not experience success.

Sub-theme 3: Effective and Innovative strategies

As participants revealed in their experiences; Every child is special so we have to give them unique strategies that cater their needs in order for them to learn. (P1:75-77)

Evidence based and research – based strategies are more effective in teaching remedial reading. These allow learners to experience meaningful instruction that caters the unique individual needs of learners. One approach may and may not be effective to individual learner. Assessment of the needs of the remedial reading learners is an important thing to consider in choosing strategies to employ.

Another participant expressed; I believe that challenges are part of every innovation. To overcome these, creativity, perseverance and dedication are indispensable. (P4:659-662)

Innovations is the result of teacher's creativity. Effective strategies are the ones that come from the innovative minds of the teachers who are the direct implementers of the reading program. Teachers play a very vital role in the implementation of any program since they are the ones who know the remedial reading clients better than anyone else. Designed effective and innovative strategies should evaluate the progress of learners accordingly.

This is supported by Boom (1991), in Alumbro (2001) cites that good reading does not happen overnight. It can only result from a carefully planned program of

instruction with evaluation as its indispensable component. In support, Snow, Burns, & Griffin (2000) claim that curriculum-based measures and other informal measures (e.g., teacher-made probes and informal reading inventories) that indicate specified criterion levels of performance can serve as appropriate assessments for progress monitoring of student performance.

Theme 3: Teachers' Motivation

Motivating learners to learn how to read works together with the high level of teacher's motivation to teach with passion and dedication. The heart of the implementation is the teacher, thus they are the ones to be highly motivated. Teacher are of great importance in the success of any program implementation. Teacher's role are very vital and is the core of the program delivery.

Sub-theme 1: Improved Self - esteem

As participants expressed their responses; For the support needed from the administration, I talked with my head teacher and he was able to advice and helped me a lot in regards with the materials needed.

For the learners, I was able to seek donations from teachers and other sectors of the community and they were given school supplies such as paper, ball pen, notebook and envelops for their activities. All worksheets were also free and were paid by the administration. For the parents, I always call their attention and inform them in regards of their child's academic performance. I conducted also a home visit for these learners. (P3: 265-280)

School which is composed of teachers and school head, the parents, stakeholders and donors are the primary contributors in the success of the implementation of remedial reading program. These people should work in collaboration with one another. The evident support of these people remarkably denotes strong progress in the reading abilities and performance of the learners as a whole. It does not only motivate learners to learn how to read but also it gives them opportunity to grow, to become knowledgeable and more increase their level of self-esteem. It gives them high self-concept since they were able to read and they understand basically what is being taught in school.

This claim is strongly supported by Carr and Borkowski (2001) when both emphasize that

attribution retraining (i.e., helping students realize their efforts lead to desired outcomes) coupled with strategy instruction has been found to be effective for helping low achieving students improve on their use of reading strategies.

Young children are more likely to attribute their failures to insufficient effort while older students who struggle with reading often attribute their failures to factors such as task difficulty and unfounded teacher perceptions (e.g., student feels teacher does not like him or thinks he is incapable). Ross (2012) supports this claim that learners become highly motivated when they found out they are supported and when their progress is monitored, commended and appreciated, they tend to develop high self-esteem and confidence to learn more.

Theme 4: Authentic Tasks

It is vital to any program to provide authentic tasks that answer the need to improve student learning. Research-based or produced tasks from teacher's creativity made a significant contribution in the program implementation and in the learning progress of learners.

Sub-theme 1: Inspires and Motivate Learners

As participants expressed response from their experience; It helps in sustaining the functionality of the reading program. It even inspires and motivates learners to learn how to read. (P1:195-198)

The varied learning approaches and strategies employed in the remedial reading program when best delivered and implemented among clients can sustain the functionality and effectiveness of the program. It gives inspiration and source of strength to learners to interestingly learn how to read until they have become ready for complex instructions in reading.

Another statements expressed by the participants; Handling remedial reading classes is the biggest eye opening experience for me. Teaching them is my obligation and touching their lives is my greatest achievement. (P2:202-206)

In remediation, teacher's role does not only limit in teaching the minds, touching hearts but it goes beyond and it transcends to transforming the lives of every learner they come in contact with. Learner's success is the greatest consolation teachers can receive. This is supported by Azevedo (2012) which emphasizes that teacher creates the circumstances and conditions

within the classroom that support learning. In many instances, teachers direct the activities. It inspires and motivates learners to learn. Nicholls (2000) claims that learners shall be given a motivating learning venues and teachers should be inspiring and should deliver inspiring learning experiences.

Sub-theme 2: Be Equipped

As participants revealed; I personally find it very helpful because it is implemented with the great desire to help learners love reading. It is made even effective because there is a heart in the implementation. (P1: 103 – 106)

The reading instruction does not only help learners learn how to read but at the same time it helps teachers to become more effective facilitators of learning in reading.

As more often they employ effective reading practices, they become experts and when coupled with great passion, teachers become more trained and equipped with essential skills in teaching remedial reading.

Another participant expressed; I utilized a portion of my office as a reading corner which was later transferred to a bigger room which I called the Reading Clinic. I encouraged my best friends teaching English to help as special tutors. I trained bright students to act as peer tutors who helped me in teaching reading. (P4: 515 – 522)

Remedial reading program implementation requires great teachers who are direct implementers and who can work with varying degree of difficult tasks. Equipped teachers need to train other teachers in order to share among teachers the skills in teaching reading. Thus, the program implementation does a double advantage to both learners and teachers in terms of getting equipped with essential skills in teaching reading and learning it in learner's context.

This is supported by Gambrell, Morrow, Neuman, & Pressley (2000) who highlight teacher's professional development which is critical in equipping teachers and school leaders with the research based knowledge they need to design their reading program, select the right tools, and develop support systems. The most effective school implementation designs will take into account the need for ongoing professional development in order to create and sustain a culture of continuous learning and continuous improvement. To facilitate ongoing learning, teachers need time to learn. Professional development needs to be

multidimensional to be effective. It can occur in traditional workshop settings and seminars, at school during collegial meetings, and within the classroom.

Theme 5: Cognitive Readiness

Reading is essential to a person's life, especially to a child as this serves as a key to wisdom and unlocks the gateway of imagination, pleasures, and glimpse of the world (Nedira, 2009). Reading is an active process in which readers interact with text to reconstruct the message of the author and give meaning based on their own experiences (Alcantara et al., 2001). In order to achieve appropriate reading level to every learner, one unique individual should be cognitively ready.

It is vital to determine the cognitive readiness and reading levels of learners. This is necessary to provide appropriate intervention.

Sub-theme 1: Vast of Knowledge

As participants expressed; At first I am hesitant because remedial reading classes require a vast knowledge on techniques and skills on how to handle it. It also requires a lot of time, patience and dedication but when I learn to love the children and understand their situation then my passion to teach them ignited. (P1: 140 – 147)

Teacher training and enough knowledge are the key strengths of remedial reading teachers. Teaching remedial reading is a skill. Reading strategies and techniques are learned before they can be implemented.

This is supported by the claim of Early Reading: Igniting Education for All, which emphasizes that the readiness of a child to learn how to read is important. No two children develop their reading skills at exactly the same rate, readers progress through stages in their reading development, some simultaneously, which Gove and Cylich (2003) support.

Alcantara, Villamin, and Cabanilla (2006), claim that there are various means in detecting a sign of the child's non-readiness such as readiness test, physical examinations, and observation. Develop readiness of a child to read such as providing many and wide experiences, providing experiences with materials and techniques of reading, develop ability to recognize likeness and differences in words, word forms or other forms; training children to be attentive when in group, developing work habits.

This is supported by Fosudo (2010) who affirms that the acquisition of reading skills has a beneficial effect on all school subjects, including social studies, science, mathematics, and so on. Poor reading skill can make a child develop a poor attitude toward school and can create self-esteem problems later in life.

Based on Zunguze (2011), factors such as levels of education of parents, child entry at school, reading habit at home, family socio-economic status, preschool experience, similarity between the language of initial instruction, and the language spoken at home are encountered as factors that may contribute to low level readings.

Sub-themes 2: Recognition and Awards

As the participants revealed their experiences; Awarding the achievers of the reading program inspired them to achieve more. (P4: 568-570)

Awards and recognition is very essential in student motivation. Learners become motivated and inspired when due credits and recognition are given. This intrinsic motivation serves as factor that greatly contribute to sustain learner's interest in reading. To effect positive remarks, positive reinforcement or reward should be given to learners for their commendable performance.

Another statements expressed; Recognition program is given to them every grading period especially those who have improved a lot in reading and those who did well in their academics. (P3:291-294)

Motivating learners makes them eager to report to school. Awarding and recognition programs are activities that give learners interest to learn and study more and they boosts every learner's confidence and increase high level of self – concept. This is supported by Snow, Burns, & Griffin (2000) who claim that progress monitoring of student performance over time is another critical component that needs to occur to assess whether or not interventions are effective for meeting students' literacy needs.

Theme 6: Personal Drive

The heart of the program implementation are the people behind it. Every program implementer should make sure that people behind the implementation are people who are really working for the betterment of the learners. Teachers with high motivation and with personal drive are the key to effective remedial reading program implementation. *Sub-theme 1: Passion for*

Teaching Remedial Reading

As one participant expressed: The practices greatly affect them in emotional aspect. Students were attached to me and shared their secrets and problems. They sometimes lend money from me for their transportation and promised to pay the next day, which they sometimes forgot. (P2: 179 – 184)

Passionate teachers are teachers teaching with the heart. This is very essential in teaching remedial reading program. It is very vital to understand the situations of learners, what they are in and where they are coming from. *Another statements expressed;*

I can share my learnings from the challenges and effective practices of our remedial reading program through participating and attending seminars for the improvement of the program. During our LAC session, I also shared all of my experiences inside the classroom, dealing with the multi-diversified learners and teachers are giving advices of what to do, what techniques should I use or what activities suited in the reading level of my learners. (P4: 471-482)

Teaching remedial reading is a shared responsibility. It becomes more effective when people contributory to the implementation works together for one common goal. The ultimate goal of any reading program is to increase number of learners who knows how to read and eventually can comprehend what they have read.

Another statements expressed; I also give them insights on spirituality so that they will understand that parenthood is part of their Christian responsibility. I teach them to pray and to love to help and care their children and perform their responsibility with God's guidance. (P4: 596 – 602)

Teaching is not only delivering learning instruction and assessing learner's progress. The heart of teaching is learning with the heart. It is necessary to put one's heart in what he/she desires to learn.

This is supported by the study of Boom (1991), in Alumbro (2001) which cites that good reading does not happen overnight. It can only result from a carefully planned program of instruction with evaluation as its indispensable component. Teachers need to have strong commitment in the implementation of the program. Learners need great assistance in learning how to read. Assistance until they get to learn independently is essential to every

reading learner. This is supported by Kinberg (2006) which states that scaffolds provide students with support in their learning. He also adds that, these supports are designed to be temporary and they serve the purpose of assisting the students until they can complete the task independently.

Scaffolds can take many forms; some of these are handouts, wall charts, graphic organizers, verbal reminders. All these come into one goal – that is teacher's passion for teaching remedial reading.

Theme 7: Trained Teachers

Trained teachers do make tangible difference in students' achievement. They can influence students' improvement reading result. It is a research proven knowledge that if teachers are trained they will support learning advancement of the students. Teachers are the most influential and the direct person involved in remedial reading implementation. Trained teachers can teach better than untrained ones. Teachers equipped with essential knowledge and skills in teaching reading are the ones who can teach reading effectively.

Sub-theme 1: Lack of Trained Teachers

As one participants revealed: Lack of trained teacher specializing in remedial reading program. (P1: 134 – 135)

Often, teachers teaching remedial reading are English teachers. Remedial reading can be effectively implemented if the teachers teaching are specialized in reading who understand the nature of reading and the teaching of reading.

Another statements expressed; Lack of trained teachers or reading teachers. There are no seminars or trainings provided for teachers to enable them to teach remedial reading. It always boils down to teacher's knowledge and initiative. (P5: 695 – 700)

Inadequate trainings and seminars provided for remedial reading teachers can greatly affect the implementation of the program. The sustainability of the program lies in the teachers who are directly involved. Trainings and seminars on effective strategies and practices are vital to appropriately address the learner's needs.

This is supported by the International Reading Association (2009) which highlights that to improve reading instruction, teachers need to be better educated in the area of reading. Improvement in instruction in

the form of materials does not replace teacher knowledge in helping struggling readers become independent readers. McCormick (2000) supports this claim that teachers teaching reading need to go for further professional developments. He emphasizes that professional development is critical in equipping teachers and school leaders with the research based knowledge they need to design their reading program, select the right tools, and develop support systems. The most effective school implementation designs will take into account the need for ongoing professional development in order to create and sustain a culture of continuous learning and continuous improvement. To facilitate ongoing learning, teachers need time to learn. Professional development needs to be multidimensional to be effective. It can occur in traditional workshop settings and seminars, at school during collegial meetings, and within the classroom.

Propositions and Hypotheses Derived from the Results

Going into narrative interview analysis, the researcher was able to generate the following proposition and hypotheses to explore the ideas as explanations about remedial reading program challenges and effective practices.

In grounded theory, proposition and hypothesis generation are always derived from the empirical data. The main method of forming a proposition and hypothesis in this study involved interviews with the purposive participants. This means forming questions appropriate to the study. In each hypothesis generation, the investigator asked one central interview question and a few guided questions which are described below.

These are the propositions and hypotheses crafted out from the themes generated from the study.

Proposition 1: Facilitators' challenging experiences impact students' remedial reading performance.

Hypothesis 1: Improved remedial reading program facilities lead to efficient and effective delivery of classroom reading instruction.

Hypothesis 2: Productive instruction in remedial reading enhances students learning ability in unfamiliar sounds and letters in reading class.

Hypothesis 3 : The better the support of the stakeholders in remedial reading program, the more excellent the reading skills performance of the student

in reading.

Proposition 2: Remedial reading innovations improve students' reading skills.

Hypothesis 4: The more creative the teacher in developing remedial reading practices, the better the program implementation attained.

Hypothesis 5: The more the challenging the task of teachers in remedial reading, the better the learning input to students in the class.

Hypothesis 6: The more effective the strategies and innovations of teachers in remedial reading, the better the students' skills in reading.

Proposition 3: Teachers' motivation affects students reading interests and abilities.

Hypothesis 7: The more the students are motivated in remedial reading class, the greater their self-esteem.

Proposition 4: An authentic task conveys excellent learning in remedial reading.

Hypothesis 8: The more the authentic the tasks, the better the students get inspired and motivated in remedial reading instructions.

Hypothesis 9: The more the teacher conveys excellent reading performance; the better the students become equipped in reading skills.

Proposition 5: Cognitive readiness exhibits student's preparedness.

Hypothesis 10: The higher the cognitive readiness of the students, the more they are prepared to read.

Hypothesis 11: The higher the achievement of the students in remedial reading, the more competent they are to read which leads to recognition.

Proposition 6: Personal drive increases desire in teaching remedial reading.

Hypothesis 12: The higher the personal drive of teacher's teaching in remedial reading, the more teachers become passionate to teach students in the class.

Hypothesis 13: The higher the extent of trained teachers in remedial reading, the better the inputs on reading techniques which impact the students' reading skills.

Generated Grounded Theory

Sancada's Quality Reading Instruction Theory shown in Figure 2 is drawn from the results of this study. The model highlights the six essential components that contribute to the source of quality reading instruction:

The theory named "Sancada's Quality Reading Instruction" states that, "Quality reading instructions are shaped by the creative practices, challenging tasks, and personal drive of the reading teacher, coupled with the cognitive readiness of the learner on the program, and enhanced by the authentic tasks which make the teacher as an essential facilitator of the remedial reading program in the real classroom world."



Figure 1. Schematic diagram on Quality Reading Instruction

The diagram shows the effect of the themes drawn from the challenges, and insights of teachers as informants of the Schools Division of Iloilo. Based on the themes, the researcher came up with a theory regarding teacher facilitation in the remedial reading program.

Conclusion

The findings were drawn from the results of the study. Themes generated from the observations are; Facilitator's Challenging Practices, Remedial Reading

Innovations, Teachers' Motivation, Authentic Tasks, Cognitive Readiness, Personal Drive, and Trained

Teachers. These themes were generated to develop a theory on quality reading instruction among teachers in the Schools Division of Iloilo.

Furthermore, the Sancada's theory on quality education states that, "Quality reading instructions are shaped by the creative practices, challenging tasks, and personal drive of reading teachers, coupled with the cognitive readiness of the learner on the program, and enhanced by the authentic tasks which make the teacher as an essential facilitator of remedial reading program in the real classroom world."

The following are the recommendations posted by the researcher in light of the theory generated drawn from the findings of the study: (1) It is recommended that a similar study be conducted in order to validate the results of the study as well as the theory proposed; (2) In terms of the sampling procedure, theoretical sampling may be used to really come up with a saturation of data. It is also recommended that data on the remedial reading program be triangulated by also getting the side of the curriculum planner and Division Heads; (3) The Department of Education personnel are recommended to make a standard program implementation guide for quality implementation of the remedial reading program with appropriate assessment tools; (4) Teachers' trainings and seminars should be provided to enhance reading programs among schools and to better facilitate students' skills in reading; (5) The schools should allocate budget for the sustainability of remedial reading program; (6) Since this study focused on the learners, a similar study is also recommended that will focus on remedial reading program to describe their experiences with utmost instructional materials for instruction; and (7) For the clearer presentation of data, results of interview should be presented in question – responses format. It can be best presented through interview question then followed by responses of 5 informants.

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