
**PRACTICES AND CHALLENGES IN THE CONDUCT OF READING REMEDIATION
ACTIVITIES FOR GRADES 1 TO 3 EMERGING READERS: TOWARDS AN
ENHANCED PROGRAM FOR BUILDING FOUNDATIONAL READING SKILLS**

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ABSTRACT

Developing foundational reading skills remains critical for early learners' academic success. Strong reading abilities in Grades 1 to 3 lay the foundation for future learning, making it essential to implement effective remediation programs. This study determined the practices and challenges in the conduct of reading remediation activities for Grades 1 to 3 emerging readers in Masinloc and Palauig Districts, Schools Division of Zambales, during the School Year 2025–2026, towards an enhanced program for building foundational reading skills. The study employed a quantitative-descriptive and correlational research design. Total population sampling was utilized, involving 199 teachers and 37 school heads as respondents. Data were collected using a validated researcher-designed questionnaire with reliability coefficients of $\alpha = .92, .92, .91$, and $.93$. Findings revealed that teachers often practiced instructional planning, strategy implementation, progress monitoring, and learner engagement, which were similarly observed by school heads. Teachers encountered moderate challenges in resource availability, time constraints, parental involvement, and learner readiness, consistent with school heads' perceptions. There was a positive significant strong correlation between teachers' practices and challenges, as well as between practices and challenges as perceived by school heads. Based on these findings, an enhanced program for building foundational reading skills was developed to improve teacher practices and address identified challenges in reading remediation activities. Teachers consistently demonstrated effective practices in instructional planning, strategy implementation, progress monitoring, and learner engagement. They experienced moderate challenges related to resources, time, parental involvement, and learner readiness. Teacher practices and challenges showed a strong positive correlation. The enhanced foundational reading program provides structured interventions and resources to strengthen teachers' remediation practices and support learners' reading development effectively. This study contributes to research by providing an evidence-based framework for improving reading remediation programs and enhancing teacher practices.

Keywords: Practices, Challenges, Reading Remediation Activities, Grades 1 to 3, Emergent Readers.

1. INTRODUCTION

Early literacy development was a critical foundation for learners' academic success, as reading skills acquired in the primary grades strongly predicted later achievement, school retention, and lifelong learning outcomes. Learners who failed to develop foundational skills such as

phonological awareness, decoding, fluency, and basic comprehension during Grades 1 to 3 were more likely to experience persistent academic difficulties across learning areas (Perez, 2023; Chandra & Chand, 2024). In the Philippine context, reading assessments such as the Comprehensive Rapid Literacy Assessment (CRLA) continued to reveal a substantial number of emerging readers who performed below expected levels (Aguillon, 2024; Villalva, 2023; Idulog et al., 2023). In response, the Department of Education had implemented reading initiatives such as Brigada sa Pagbasa, Catch-Up Fridays, and school-based remediation programs. However, despite the presence of these interventions, teachers continued to report difficulties in implementation due to instructional, contextual, and systemic constraints (Visuyan, 2024; Rominimbang et al., 2024; Pascaden et al., 2023). These realities highlighted the need to examine how reading remediation was practiced at the classroom level and what challenges affected its effectiveness.

This study examined the practices and challenges in the conduct of reading remediation activities for Grades 1 to 3 emerging readers, particularly in the Masinloc and Palauig Districts, Schools Division of Zambales. Existing studies emphasized that teachers' instructional practices—such as lesson planning, strategy selection, learner engagement, and progress monitoring—played a decisive role in improving reading performance (Valido, 2025; Canonizado, 2024; Bernarte & Digo, 2024). Teachers employed varied approaches including phonics-based instruction, guided reading, game-based learning, and technology-assisted interventions to address early reading difficulties (Garcia & Doronio, 2024; Joaquin & Imbat, 2024; Quimsing & Cruz, 2024). However, literature also showed that teachers encountered persistent challenges related to limited time, inadequate instructional materials, learner diversity, and inconsistent parental involvement (Batinga, 2024; Mosqueda, 2024; Abrasaldo, 2024; De Ocampo et al., 2024). While these studies provided insights into reading remediation, gaps remained in understanding how these practices and challenges intersected within specific district contexts, particularly for early-grade emerging readers.

The need for this study was further justified by documented theoretical and practical gaps in early reading instruction. Several studies revealed that teachers often lacked sufficient support, training, and instructional resources to implement effective remediation programs (Safeek et al., 2023; Nombo et al., 2024; Librea et al., 2023). Instructional misalignment between curriculum design, assessment, and classroom delivery had also been identified as a factor limiting learner progress (Abejuela et al., 2023). Moreover, time constraints resulting from curriculum demands and additional teaching responsibilities restricted teachers' ability to provide sustained and individualized remediation (Ondras & Alvero, 2023; Pasique & Maguate, 2023; Wakat et al., 2023). These challenges, when left unaddressed, weakened the potential impact of reading interventions and contributed to persistent literacy gaps among emerging readers.

Despite the growing body of research on reading remediation, several aspects remained underexplored. Many studies focused on reading outcomes or specific intervention programs without examining teachers' actual classroom practices and challenges, particularly in the primary grades (De Guzman et al., 2023; Abergos et al., 2024). Other studies emphasized learner performance while offering limited discussion on contextual barriers such as resource availability, learner readiness, and parental involvement (Navarro, 2025; Borre, 2024; Segooa & Molise, 2023; Benting & Valle, 2023). Additionally, few localized studies simultaneously investigated instructional planning, strategy implementation, progress monitoring, and learner engagement alongside systemic challenges faced by teachers in Grades 1 to 3. Hence, this study sought to

determine the practices of teachers in conducting reading remediation activities for Grades 1 to 3 emerging readers, identify the challenges they encountered in the implementation of these activities, and utilize the findings as a basis for developing an enhanced program for building foundational reading skills.

Anchored on constructivist and learner-centered perspectives in reading instruction, this study aimed to generate both theoretical and practical contributions to early literacy education. It examined key dimensions of teachers' practices—namely instructional planning, strategy implementation, progress monitoring, and learner engagement—as well as challenges related to resources, time constraints, parental involvement, and learner readiness (Alicwadey & Lagawid, 2025; Caparas et al., 2025; Dacles, 2024; Francotte et al., 2023; Serrano, 2025). The findings were intended to serve as a basis for developing an enhanced program for building foundational reading skills that was responsive to teachers' needs and grounded in local realities. Ultimately, this study sought to strengthen reading remediation efforts in Grades 1 to 3 and support schools in ensuring that emerging readers developed the essential skills necessary for continued academic success.

2. STATEMENT OF THE PROBLEM

This study determined the practices and challenges in the conduct of reading remediation activities for Grades 1 to 3 emerging readers in Masinloc and Palauig Districts, Schools Division of Zambales, during the School Year 2025-2026, towards an enhanced program for building foundational reading skills.

Specifically, it sought answers to these questions:

1. As perceived by teachers, how may their practices in the conduct of reading remediation activities for Grades 1 to 3 emerging readers be described in terms of:

- 1.1. instructional planning;
- 1.2. strategy implementation;
- 1.3. progress monitoring; and
- 1.4. learner engagement?

2. As perceived by the school heads, how may the practices of the teachers in the conduct of reading remediation activities for Grades 1 to 3 emerging readers be described in terms of:

- 2.1. instructional planning;
- 2.2. strategy implementation;
- 2.3. progress monitoring; and
- 2.4. learner engagement?

3. As perceived by teachers, how may their challenges in the conduct of reading remediation activities for Grades 1 to 3 emerging readers be described in terms of:

- 3.1. resource availability;
- 3.2. time constraints;
- 3.3. parental involvement; and
- 3.4. learner readiness?

4. As perceived by the school heads, how may the challenges of the teachers in the conduct of reading remediation activities for Grades 1 to 3 emerging readers be described in terms of:

- 4.1. resource availability;
- 4.2. time constraints;
- 4.3. parental involvement; and
- 4.4. learner readiness?

5. Is there a significant correlation between the practices and challenges of teachers in the conduct of reading remediation activities for Grades 1 to 3 emerging readers?

6. Is there a significant correlation between the practices and challenges of teachers in the conduct of reading remediation activities for Grades 1 to 3 emerging readers as perceived by school heads?

7. What enhanced program for building foundational reading skills can be developed to improve the practices and address the challenges in the conduct of reading remediation activities for Grades 1 to 3 emerging readers?

3. METHODS AND MATERIALS

This study determined the practices and challenges in the conduct of reading remediation activities for Grades 1 to 3 emerging readers in Masinloc and Palauig Districts, Schools Division of Zambales, during the School Year 2025-2026, towards an enhanced program for building foundational reading skills. Employing a quantitative-descriptive and correlational research methods, data were collected, classified, summarized, and analyzed using means. The study's respondents comprised 199 Grades 1 to 3 teachers and 37 elementary school heads, selected through total population sampling of two districts to provide opportunities to everyone to be part of the study. A researcher-designed questionnaire served as the primary data collection instrument, focusing on the practices and challenges in the conduct of reading remediation activities for Grades 1 to 3 emerging readers. Internal consistency was established using Cronbach's alpha, which showed excellent reliability of the instrument. Teachers' practices in conducting reading remediation activities for Grades 1 to 3 emergent readers were highly reliable based on the perceptions of both teachers ($\alpha = 0.92$) and school heads ($\alpha = 0.92$). Similarly, teachers' challenges in conducting reading remediation activities demonstrated excellent reliability as perceived by teachers ($\alpha = 0.91$) and school heads ($\alpha = 0.93$). Hypotheses were tested using the Spearman's Rho Correlation Coefficient.

4. RESULTS AND DISCUSSIONS

4.1. Teachers' Practices in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers

4.1.1. Instructional Planning

Table 1 illustrates the mean rating and interpretations of the teachers' practices in the conduct of reading remediation activities for Grades 1 to 3 emerging readers in terms of instructional planning. It presented how teachers prepared, organized, and implemented lesson plans to support the reading development of struggling learners.

Table 1

<i>Mean Rating and Interpretations of the Teachers' Practices in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers in terms of Instructional Planning</i>			
Item	Indicators	Mean Rating	Interpretation
1	I prepare weekly lesson guides for remediation sessions.	3.17	Often Practiced

2	I identify learners needing support through assessments.	3.18	Often Practiced
3	I align objectives with learners' reading levels.	3.15	Often Practiced
4	I select materials suitable for emerging readers.	3.27	Always Practiced
5	I create structured reading intervention plans.	3.14	Often Practiced
6	I include differentiated activities in lesson plans.	3.18	Often Practiced
7	I incorporate phonics and decoding goals in plans.	3.30	Always Practiced
8	I prepare remediation lessons in advance.	3.19	Often Practiced
9	I use diagnostic results in planning activities.	3.32	Always Practiced
10	I plan with clear reading targets in mind.	3.15	Often Practiced
	General Mean Rating	3.20	Often Practiced

Legend: Scores of 3.25 to 4.00 indicate "Always Practiced," scores of 2.50 to 3.24 indicate "Often Practiced," scores of 1.75 to 2.49 indicate "Seldom Practiced," and scores of 1.00 to 1.74 indicate "Never Demonstrated."

The indicator that obtained the highest mean rating was "I use diagnostic results in planning activities," which recorded a mean rating of 3.32 and was interpreted as always practiced. This result showed that teachers consistently relied on diagnostic assessments to design effective reading remediation plans. It meant that teachers used data from learners' reading performance to identify specific needs and appropriate strategies. This finding highlighted that diagnostic-based planning strengthened the accuracy and relevance of remediation activities.

The general mean rating of 3.20 was interpreted as often practiced. This result revealed that teachers regularly applied sound instructional planning practices such as preparing lesson guides, aligning objectives, and selecting suitable materials. It suggested that teachers maintained a systematic approach to ensure that remediation lessons addressed the varying reading levels of emerging readers. This finding indicated that effective planning supported the overall success of reading remediation activities.

The present study related to the findings of Salibay (2024), who reported that careful instructional planning enhanced the effectiveness of reading interventions. The previous study supported the idea that diagnostic assessment guided teachers in creating targeted activities that addressed learners' weaknesses. The current findings validated his conclusion by showing that teachers' consistent use of diagnostic results improved the planning and implementation of remediation lessons.

4.1.2. Strategy Implementation

Table 2 illustrates the mean rating and interpretations of the teachers' practices in the conduct of reading remediation activities for Grades 1 to 3 emerging readers in terms of strategy implementation. It presented how teachers applied various teaching strategies to enhance the reading skills of learners during remediation sessions.

Table 2

<i>Mean Rating and Interpretations of the Teachers' Practices in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers in terms of Strategy Implementation</i>			
Item	Indicators	Mean Rating	Interpretation
1	I use phonics-based approaches in remediation sessions.	3.34	Always Practiced
2	I implement guided oral reading practices.	3.21	Often Practiced
3	I use sight word drills effectively.	3.19	Often Practiced
4	I facilitate one-on-one reading sessions.	3.18	Often Practiced
5	I integrate multisensory reading strategies.	3.14	Often Practiced
6	I provide scaffolded reading tasks regularly.	3.30	Always Practiced
7	I apply leveled reading materials.	3.13	Often Practiced
8	I model fluent reading for learners.	3.28	Always Practiced
9	I vary strategies based on learner progress.	3.20	Often Practiced
10	I ensure active learner participation during sessions.	3.15	Often Practiced
	General Mean Rating	3.21	Often Practiced

Legend: Scores of 3.25 to 4.00 indicate "Always Practiced," scores of 2.50 to 3.24 indicate "Often Practiced," scores of 1.75 to 2.49 indicate "Seldom Practiced," and scores of 1.00 to 1.74 indicate "Never Demonstrated."

The indicator that obtained the highest mean rating was "I use phonics-based approaches in remediation sessions," which recorded a mean rating of 3.34 and was interpreted as always practiced. This result showed that teachers consistently used phonics instruction to strengthen learners' decoding and word recognition skills. It meant that teachers emphasized letter-sound relationships as a key strategy in improving reading abilities. This finding highlighted that phonics-based approaches served as an essential foundation in helping emerging readers develop reading fluency and comprehension.

The general mean rating of 3.21 was interpreted as often practiced. This result revealed that teachers regularly employed a variety of strategies such as guided oral reading, scaffolded tasks, and leveled reading materials to address learners' diverse reading needs. It suggested that teachers implemented effective approaches that encouraged learner participation and reading engagement. This finding indicated that strategy implementation played a significant role in strengthening the success of reading remediation activities.

The present study related to the findings of Tolibas (2025), who reported that the consistent application of varied reading strategies improved learners' reading outcomes. The previous study supported the idea that phonics-based and multisensory methods promoted decoding skills and comprehension. The current findings validated his conclusion by showing that teachers' frequent use of diverse strategies strengthened the effectiveness of reading remediation programs.

4.1.3. Progress Monitoring

Table 3 illustrates the mean rating and interpretations of the teachers' practices in the conduct of reading remediation activities for Grades 1 to 3 emerging readers in terms of progress monitoring. It presented how teachers assessed, documented, and evaluated learners' reading development to track their improvement during remediation sessions.

Table 3

<i>Mean Rating and Interpretations of the Teachers' Practices in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers in terms of Progress Monitoring</i>			
Item	Indicators	Mean Rating	Interpretation
1	I track learners' reading improvement regularly.	3.15	Often Practiced
2	I conduct informal reading assessments weekly.	3.32	Always Practiced
3	I use checklists to document reading behaviors.	3.14	Often Practiced
4	I analyze learners' reading errors.	3.26	Always Practiced
5	I maintain individual reading progress folders.	3.16	Often Practiced
6	I review and update remediation plans.	3.14	Often Practiced
7	I give feedback based on reading performance.	3.27	Always Practiced
8	I conduct oral reading fluency checks.	3.12	Often Practiced
9	I monitor decoding and comprehension skills.	3.15	Often Practiced
10	I use rubrics to evaluate progress.	3.19	Often Practiced

	General Mean Rating	3.19	Often Practiced
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Legend: Scores of 3.25 to 4.00 indicate “Always Practiced,” scores of 2.50 to 3.24 indicate “Often Practiced,” scores of 1.75 to 2.49 indicate “Seldom Practiced,” and scores of 1.00 to 1.74 indicate “Never Demonstrated.”

The indicator that obtained the highest mean rating was “I conduct informal reading assessments weekly,” which recorded a mean rating of 3.32 and was interpreted as always practiced. This result showed that teachers consistently implemented informal assessments to monitor learners’ reading performance. It meant that teachers regularly gathered data on learners’ progress to adjust instructional strategies and address reading difficulties. This finding highlighted the importance of frequent assessments in ensuring that learners received timely and appropriate interventions.

The general mean rating of 3.19 was interpreted as often practiced. This result revealed that, on average, teachers regularly applied different methods such as giving feedback, analyzing reading errors, and using rubrics to evaluate learners’ progress. It suggested that teachers consistently monitored and documented learners’ reading development to guide remediation efforts. This finding indicated that progress monitoring remained a key component of effective reading instruction.

The present study related to the findings of Bautista (2025), who reported that systematic monitoring of learners’ progress enhanced the effectiveness of reading interventions. The previous study supported the idea that frequent assessments and documentation of reading performance guided teachers in providing appropriate support. The current findings validated his conclusion by showing that consistent progress monitoring improved the success of reading remediation programs.

4.1.4. Learner Engagement

Table 4 illustrates the mean rating and interpretations of the teachers’ practices in the conduct of reading remediation activities for Grades 1 to 3 emerging readers in terms of learner engagement. It presented how teachers motivated, encouraged, and involved learners in reading activities to sustain their interest and participation during remediation sessions.

Table 4

<i>Mean Rating and Interpretations of the Teachers’ Practices in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers in terms of Learner Engagement</i>			
Item	Indicators	Mean Rating	Interpretation
1	I encourage learners to read aloud confidently.	3.14	Often Practiced
2	I give praise to motivate reading efforts.	3.29	Always Practiced
3	I use games to make reading fun.	3.16	Often Practiced

4	I allow learner choice in reading materials.	3.27	Always Practiced
5	I ask questions to promote comprehension.	3.13	Often Practiced
6	I create a positive reading environment.	3.18	Often Practiced
7	I involve learners in interactive read-alouds.	3.14	Often Practiced
8	I celebrate learners' reading achievements.	3.35	Always Practiced
9	I keep learners focused during sessions.	3.15	Often Practiced
10	I use visuals to sustain interest.	3.12	Often Practiced
	General Mean Rating	3.19	Often Practiced

Legend: Scores of 3.25 to 4.00 indicate "Always Practiced," scores of 2.50 to 3.24 indicate "Often Practiced," scores of 1.75 to 2.49 indicate "Seldom Practiced," and scores of 1.00 to 1.74 indicate "Never Demonstrated."

The indicator that obtained the highest mean rating was "I celebrate learners' reading achievements," which recorded a mean rating of 3.35 and was interpreted as always practiced. This result showed that teachers consistently recognized and celebrated learners' accomplishments in reading. It meant that teachers valued positive reinforcement to build learners' confidence and motivation to improve their reading skills. This finding highlighted that celebrating achievements encouraged learners to participate actively and strive for better performance in reading remediation.

The general mean rating of 3.19 was interpreted as often practiced. This result revealed that, on average, teachers regularly applied strategies such as praising efforts, using games, and creating a positive environment to engage learners. It suggested that teachers made consistent efforts to make reading remediation enjoyable and interactive. This finding indicated that maintaining learner engagement remained a key aspect of effective reading instruction.

The present study related to the findings of Alicwadey and Lagawid (2025), who reported that learner engagement played a critical role in improving reading performance. The previous study supported the idea that recognizing achievements and encouraging participation motivated learners to persist in reading tasks. The current findings validated his conclusion by showing that consistent engagement practices enhanced the success of reading remediation programs.

4.2. Teachers' Practices in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers as Perceived by Their School Heads

4.2.1. Instructional Planning

Table 5 illustrates the mean rating and interpretations of the teachers' practices in the conduct of reading remediation activities for Grades 1 to 3 emerging readers as perceived by their

school heads in terms of instructional planning. It presented how teachers prepared, organized, and structured their plans to effectively deliver reading remediation sessions.

Table 5

<i>Mean Rating and Interpretations of the Teachers' Practices in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers as Perceived by Their School Heads in terms of Instructional Planning</i>			
Item	Indicators	Mean Rating	Interpretation
1	The teachers prepare weekly lesson guides for remediation sessions.	3.14	Often Practiced
2	The teachers identify learners needing support through assessments.	3.32	Always Practiced
3	The teachers align objectives with learners' reading levels.	3.19	Often Practiced
4	The teachers select materials suitable for emerging readers.	3.16	Often Practiced
5	The teachers create structured reading intervention plans.	3.30	Always Practiced
6	The teachers include differentiated activities in lesson plans.	3.11	Often Practiced
7	The teachers incorporate phonics and decoding goals in plans.	3.14	Often Practiced
8	The teachers prepare remediation lessons in advance.	3.27	Always Practiced
9	The teachers use diagnostic results in planning activities.	3.14	Often Practiced
10	The teachers plan with clear reading targets in mind.	3.16	Often Practiced
	General Mean Rating	3.19	Often Practiced

Legend: Scores of 3.25 to 4.00 indicate "Always Practiced," scores of 2.50 to 3.24 indicate "Often Practiced," scores of 1.75 to 2.49 indicate "Seldom Practiced," and scores of 1.00 to 1.74 indicate "Never Demonstrated."

The indicator that obtained the highest mean rating was "The teachers identify learners needing support through assessments," which recorded a mean rating of 3.32 and was interpreted as always practiced. This result showed that teachers consistently used assessments to determine which learners required additional reading assistance. It meant that teachers prioritized identifying struggling readers to provide appropriate interventions. This finding highlighted that accurate assessment guided the planning of lessons tailored to individual learning needs.

The general mean rating of 3.19 was interpreted as often practiced. This result revealed that, on average, teachers regularly engaged in instructional planning practices such as preparing lesson guides, aligning objectives, and selecting suitable materials. It suggested that teachers

maintained a strong focus on preparing structured plans to support reading remediation. This finding indicated that consistent planning ensured that lessons were purposeful and learner-centered.

The present study related to the findings of Tanucan et al. (2023), who reported that systematic instructional planning strengthened the effectiveness of teaching interventions. The previous study supported the idea that proper planning ensured that instructional goals matched learners' needs and improved learning results. The current findings validated his conclusion by showing that consistent planning practices enhanced the success of reading remediation programs.

4.2.2. Strategy Implementation

Table 6 illustrates the mean rating and interpretations of the teachers' practices in the conduct of reading remediation activities for Grades 1 to 3 emerging readers as perceived by their school heads in terms of strategy implementation. It presented how teachers applied different reading strategies to enhance the learning progress of their learners during remediation sessions.

Table 6

<i>Mean Rating and Interpretations of the Teachers' Practices in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers as Perceived by Their School Heads in terms of Strategy Implementation</i>			
Item	Indicators	Mean Rating	Interpretation
1	The teachers use phonics-based approaches in remediation sessions.	3.14	Often Practiced
2	The teachers implement guided oral reading practices.	3.16	Often Practiced
3	The teachers use sight word drills effectively.	3.30	Always Practiced
4	The teachers facilitate one-on-one reading sessions.	3.32	Always Practiced
5	The teachers integrate multisensory reading strategies.	3.27	Always Practiced
6	The teachers provide scaffolded reading tasks regularly.	3.11	Often Practiced
7	The teachers apply leveled reading materials.	3.16	Often Practiced
8	The teachers model fluent reading for learners.	3.14	Often Practiced
9	The teachers vary strategies based on learner progress.	3.19	Often Practiced
10	The teachers ensure active learner participation during sessions.	3.16	Often Practiced
	General Mean Rating	3.19	Often Practiced

Legend: Scores of 3.25 to 4.00 indicate “Always Practiced,” scores of 2.50 to 3.24 indicate “Often Practiced,” scores of 1.75 to 2.49 indicate “Seldom Practiced,” and scores of 1.00 to 1.74 indicate “Never Demonstrated.”

The indicator that obtained the highest mean rating was “The teachers facilitate one-on-one reading sessions,” which recorded a mean rating of 3.32 and was interpreted as always practiced. This result showed that teachers consistently provided individualized instruction to address the unique reading needs of each learner. It meant that one-on-one sessions helped teachers focus on specific reading difficulties and give immediate feedback. This finding highlighted that personalized reading support played a vital role in improving the reading skills of emerging readers.

The general mean rating of 3.19 was interpreted as often practiced. This result revealed that, on average, teachers regularly implemented various reading strategies such as sight word drills, guided oral reading, and multisensory activities. It suggested that teachers maintained a consistent practice of applying diverse approaches to strengthen learners’ reading development. This finding indicated that strategy implementation served as a key component of effective reading remediation.

The present study related to the findings of Wakat et al. (2023), who reported that diverse and well-implemented teaching strategies enhanced learners’ academic growth. The previous study supported the idea that varied instructional approaches created meaningful learning experiences and improved literacy outcomes. The current results validated his conclusion by showing that the consistent use of multiple reading strategies strengthened the effectiveness of remediation programs.

4.2.3. Progress Monitoring

Table 7 illustrates the mean rating and interpretations of the teachers’ practices in the conduct of reading remediation activities for Grades 1 to 3 emerging readers as perceived by their school heads in terms of progress monitoring. It presented how teachers consistently applied different methods to track and evaluate the reading development of their learners.

Table 7

<i>Mean Rating and Interpretations of the Teachers’ Practices in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers as Perceived by Their School Heads in terms of Progress Monitoring</i>			
Item	Indicators	Mean Rating	Interpretation
1	The teachers track learners’ reading improvement regularly.	3.27	Always Practiced
2	The teachers conduct informal reading assessments weekly.	3.19	Often Practiced
3	The teachers use checklists to document reading behaviors.	3.16	Often Practiced
4	The teachers analyze learners’ reading errors.	3.41	Always Practiced

5	The teachers maintain individual reading progress folders.	3.14	Often Practiced
6	The teachers review and update remediation plans.	3.19	Often Practiced
7	The teachers give feedback based on reading performance.	3.11	Often Practiced
8	The teachers conduct oral reading fluency checks.	3.23	Often Practiced
9	The teachers monitor decoding and comprehension skills.	3.30	Always Practiced
10	The teachers use rubrics to evaluate progress.	3.19	Often Practiced
	General Mean Rating	3.22	Often Practiced

Legend: Scores of 3.25 to 4.00 indicate “Always Practiced,” scores of 2.50 to 3.24 indicate “Often Practiced,” scores of 1.75 to 2.49 indicate “Seldom Practiced,” and scores of 1.00 to 1.74 indicate “Never Demonstrated.”

The indicator that obtained the highest mean rating was “The teachers analyze learners’ reading errors,” which recorded a mean rating of 3.41 and was interpreted as always practiced. This result showed that teachers consistently examined the mistakes made by learners to identify their specific reading difficulties. It meant that careful analysis of errors enabled teachers to design appropriate interventions and provide targeted support. This finding highlighted the significance of regular error analysis in ensuring that remediation activities addressed the actual needs of emerging readers.

The general mean rating of 3.22 was interpreted as often practiced. This result revealed that, on average, teachers regularly used various tools such as checklists, rubrics, and fluency checks to monitor reading progress. It suggested that teachers maintained a structured and consistent system of tracking learners’ reading performance. This finding indicated that progress monitoring played a key role in guiding instructional decisions and in sustaining learners’ improvement in reading.

The present study related to the findings of Cabling (2024), who reported that regular assessment and feedback greatly improved learners’ academic performance. The previous study supported the idea that ongoing progress tracking strengthened instructional planning and learner development. The current results validated his conclusion by showing that teachers’ consistent monitoring of reading performance contributed to the effectiveness of remediation programs.

4.2.4. Learner Engagement

Table 8 illustrates the mean rating and interpretations of the teachers’ practices in the conduct of reading remediation activities for Grades 1 to 3 emerging readers as perceived by their school heads in terms of learner engagement. It presented how frequently teachers implemented strategies that encouraged active participation and sustained the interest of young readers during remediation sessions.

Table 8

<i>Mean Rating and Interpretations of the Teachers' Practices in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers as Perceived by Their School Heads in terms of Learner Engagement</i>			
Item	Indicators	Mean Rating	Interpretation
1	The teachers encourage learners to read aloud confidently.	3.14	Often Practiced
2	The teachers give praise to motivate reading efforts.	3.35	Always Practiced
3	The teachers use games to make reading fun.	3.16	Often Practiced
4	The teachers allow learner choice in reading materials.	3.11	Often Practiced
5	The teachers ask questions to promote comprehension.	3.19	Often Practiced
6	The teachers create a positive reading environment.	3.16	Often Practiced
7	The teachers involve learners in interactive read-alouds.	3.11	Often Practiced
8	The teachers celebrate learners' reading achievements.	3.30	Always Practiced
9	The teachers keep learners focused during sessions.	3.27	Always Practiced
10	The teachers use visuals to sustain interest.	3.14	Often Practiced
	General Mean Rating	3.19	Often Practiced

Legend: Scores of 3.25 to 4.00 indicate "Always Practiced," scores of 2.50 to 3.24 indicate "Often Practiced," scores of 1.75 to 2.49 indicate "Seldom Practiced," and scores of 1.00 to 1.74 indicate "Never Demonstrated."

The indicator that obtained the highest mean rating was "The teachers give praise to motivate reading efforts," which recorded a mean rating of 3.35 and was interpreted as always practiced. This result showed that teachers consistently provided verbal encouragement to boost learners' confidence and motivation in reading. It meant that positive reinforcement served as a key strategy in engaging emerging readers and promoting their willingness to participate. This finding highlighted the importance of recognition and praise as effective tools in sustaining learners' interest and effort in reading activities.

The general mean rating of 3.19 was interpreted as often practiced. This result revealed that, on average, teachers frequently used various strategies to keep learners engaged in reading remediation. It suggested that teachers maintained a supportive and interactive environment that encouraged learners to read, respond, and improve their comprehension skills. This finding

indicated that learner engagement remained a central focus of teachers' practices during reading sessions.

The present study related to the findings of Duterte (2024), who reported that positive reinforcement and interactive strategies enhanced learner motivation and academic performance. The previous study supported the idea that teachers' consistent use of encouraging practices resulted in greater learner participation and achievement. The current results validated his conclusion by showing that praise and interactive engagement played a vital role in the success of reading remediation for emerging readers.

4.3. Teachers' Challenges in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers

4.3.1. Resource Availability

Table 9 illustrates the mean rating and interpretations of the teachers' challenges in the conduct of reading remediation activities for Grades 1 to 3 emerging readers in terms of resource availability. It presented the extent to which teachers experienced difficulties in accessing and providing materials necessary for effective reading remediation.

Table 9

<i>Mean Rating and Interpretations of the Teachers' Challenges in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers in terms of Resource Availability</i>			
Item	Indicators	Mean Rating	Interpretation
1	I lack enough reading materials for remediation.	3.17	Moderately Challenging
2	I find limited phonics tools in school.	3.19	Moderately Challenging
3	I lack access to leveled reading books.	3.15	Moderately Challenging
4	I use outdated materials during sessions.	3.12	Moderately Challenging
5	I experience shortage of visual aids.	3.14	Moderately Challenging
6	I lack digital resources for reading support.	3.23	Moderately Challenging
7	I struggle to provide individualized materials.	3.31	Highly Challenging
8	I lack access to printed decodable texts.	3.13	Moderately Challenging
9	I use improvised reading tools frequently.	3.27	Highly Challenging
10	I receive insufficient budget for reading materials.	3.28	Highly Challenging

	General Mean Rating	3.20	Moderately Challenging
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Legend: Scores of 3.25 to 4.00 indicate “Highly Challenging,” scores of 2.50 to 3.24 indicate “Moderately Challenging,” scores of 1.75 to 2.49 indicate “Slightly Challenging,” and scores of 1.00 to 1.74 indicate “Not Challenging.”

The indicator that obtained the highest mean rating was “I struggle to provide individualized materials,” which recorded a mean rating of 3.31 and was interpreted as highly challenging. This result showed that teachers faced significant difficulty in preparing or securing reading materials tailored to the specific needs of each learner. It meant that the lack of individualized resources hindered the ability of teachers to address the varied reading levels of emerging readers. This finding highlighted the importance of sufficient and appropriate materials in delivering effective and targeted reading interventions.

The general mean rating of 3.20 was interpreted as moderately challenging. This result revealed that, on average, teachers encountered moderate difficulty in ensuring the availability of resources for reading remediation. It suggested that while teachers managed to provide some materials, they still struggled with shortages, outdated tools, and limited budgets. This finding indicated that resource constraints continued to affect the quality of reading remediation activities.

The present study related to the findings of Manzano (2023), who reported that the adequacy of instructional resources greatly influenced the effectiveness of educational programs. The previous study supported the idea that sufficient and quality materials allowed teachers to implement more meaningful and successful instruction. The current results validated his conclusion by showing that the limited availability of resources hindered teachers’ ability to conduct effective reading remediation for emerging readers.

4.3.2. Time Constraints

Table 10 illustrates the mean rating and interpretations of the teachers’ challenges in the conduct of reading remediation activities for Grades 1 to 3 emerging readers in terms of time constraints. It presented the level of difficulty that teachers experienced in managing their time to conduct effective reading remediation sessions.

Table 10

<i>Mean Rating and Interpretations of the Teachers’ Challenges in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers in terms of Time Constraints</i>			
Item	Indicators	Mean Rating	Interpretation
1	I lack time to prepare remediation lessons.	3.18	Moderately Challenging
2	I have limited remediation hours weekly.	3.39	Highly Challenging
3	I multitask during remediation time.	3.16	Moderately Challenging

4	I attend other duties during reading time.	3.22	Moderately Challenging
5	I shorten sessions due to schedule conflicts.	3.18	Moderately Challenging
6	I rush sessions to meet deadlines.	3.29	Highly Challenging
7	I cannot review all learners regularly.	3.23	Moderately Challenging
8	I miss remediation due to trainings.	3.18	Moderately Challenging
9	I find remediation time insufficient.	3.33	Highly Challenging
10	I struggle to meet all reading needs.	3.13	Moderately Challenging
	General Mean Rating	3.23	Moderately Challenging

Legend: Scores of 3.25 to 4.00 indicate “Highly Challenging,” scores of 2.50 to 3.24 indicate “Moderately Challenging,” scores of 1.75 to 2.49 indicate “Slightly Challenging,” and scores of 1.00 to 1.74 indicate “Not Challenging.”

The indicator that obtained the highest mean rating was “I have limited remediation hours weekly,” which recorded a mean rating of 3.39 and was interpreted as highly challenging. This result showed that teachers faced great difficulty in allotting enough time to conduct regular and sufficient remediation sessions. It meant that the lack of dedicated hours hindered the continuity and effectiveness of reading interventions for emerging readers. This finding emphasized the need for proper scheduling and administrative support to ensure that teachers could provide ample time for reading remediation.

The general mean rating of 3.23 was interpreted as moderately challenging. This result revealed that, on average, teachers experienced a moderate level of difficulty in dealing with time constraints during reading remediation. It suggested that while teachers managed to conduct sessions, they still struggled to balance remediation with other teaching responsibilities. This finding implied that time management remained a significant factor in the successful implementation of reading remediation activities.

The present study related to the findings of Herrera (2025), who reported that time availability strongly influenced the success of instructional programs. The previous study supported the idea that adequate time allowed teachers to implement effective teaching strategies and achieve better learning outcomes. The current results validated his conclusion by showing that limited time hindered teachers’ ability to conduct consistent and effective reading remediation for emerging readers.

4.3.3. Parental Involvement

Table 11 illustrates the mean rating and interpretations of the teachers’ challenges in the conduct of reading remediation activities for Grades 1 to 3 emerging readers in terms of parental

involvement. It presented the extent of difficulty experienced by teachers in gaining parents' support and participation in their children's reading development.

Table 11

<i>Mean Rating and Interpretations of the Teachers' Challenges in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers in terms of Parental Involvement</i>			
Item	Indicators	Mean Rating	Interpretation
1	I observe low parental support at home.	3.18	Moderately Challenging
2	I get limited response from parents.	3.13	Moderately Challenging
3	I rarely meet parents for reading concerns.	3.14	Moderately Challenging
4	I receive minimal help from parents during assignments.	3.17	Moderately Challenging
5	I find it hard to engage parents.	3.38	Highly Challenging
6	I lack parental feedback on reading progress.	3.29	Highly Challenging
7	I struggle with unresponsive caregivers.	3.27	Highly Challenging
8	I find parents unaware of reading goals.	3.19	Moderately Challenging
9	I report low parent participation in programs.	3.14	Moderately Challenging
10	I lack communication tools for parents.	3.17	Moderately Challenging
	General Mean Rating	3.20	Moderately Challenging

Legend: Scores of 3.25 to 4.00 indicate "Highly Challenging," scores of 2.50 to 3.24 indicate "Moderately Challenging," scores of 1.75 to 2.49 indicate "Slightly Challenging," and scores of 1.00 to 1.74 indicate "Not Challenging."

The indicator that obtained the highest mean rating was "I find it hard to engage parents," which recorded a mean rating of 3.38 and was interpreted as highly challenging. This meant that teachers faced great difficulty in encouraging parents to actively participate in reading-related activities and programs. Such a result showed that parents' lack of engagement limited their contribution to reinforcing reading skills at home. It indicated that stronger communication strategies and parent-oriented programs were needed to increase their involvement in reading remediation.

The general mean rating of 3.20 was interpreted as moderately challenging. This result revealed that, on average, teachers encountered a moderate level of difficulty in addressing

parental involvement during reading remediation. It suggested that while some parents provided support, many remained hesitant or inconsistent in their participation. This finding implied that teachers needed to strengthen their efforts to foster consistent collaboration and awareness among parents.

The present study related to the findings of Gabutero et al. (2025), who reported that parental involvement played a critical role in the success of instructional programs. The previous study supported the idea that learners achieved better results when parents actively participated in their educational activities. The current results validated his conclusion by showing that low parental engagement hindered the effective implementation of reading remediation for emerging readers.

4.3.4. Learner Readiness

Table 12 illustrates the mean rating and interpretations of the teachers' challenges in the conduct of reading remediation activities for Grades 1 to 3 emerging readers in terms of learner readiness. It presented the level of difficulty experienced by teachers in handling learners' preparedness and ability to participate in reading remediation sessions.

Table 12

<i>Mean Rating and Interpretations of the Teachers' Challenges in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers in terms of Learner Readiness</i>			
Item	Indicators	Mean Rating	Interpretation
1	I handle learners with very low reading skills.	3.15	Moderately Challenging
2	I note poor attention among learners.	3.27	Highly Challenging
3	I find learners unmotivated to read.	3.41	Highly Challenging
4	I observe limited vocabulary among learners.	3.33	Highly Challenging
5	I find learners easily distracted during sessions.	3.17	Moderately Challenging
6	I manage learners with behavioral challenges.	3.16	Moderately Challenging
7	I work with non-readers regularly.	3.14	Moderately Challenging
8	I see learners skip sessions frequently.	3.15	Moderately Challenging
9	I deal with slow reading comprehension.	3.18	Moderately Challenging
10	I find learners struggle with basic phonics.	3.13	Moderately Challenging

	General Mean Rating	3.21	Moderately Challenging
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Legend: Scores of 3.25 to 4.00 indicate “Highly Challenging,” scores of 2.50 to 3.24 indicate “Moderately Challenging,” scores of 1.75 to 2.49 indicate “Slightly Challenging,” and scores of 1.00 to 1.74 indicate “Not Challenging.”

The indicator that obtained the highest mean rating was “I find learners unmotivated to read,” which recorded a mean rating of 3.41 and was interpreted as highly challenging. This meant that teachers faced great difficulty in encouraging learners to develop interest and enthusiasm for reading activities. Such a result showed that lack of motivation hindered the effectiveness of remediation and slowed down learners’ reading progress. It indicated that teachers needed to employ more engaging and learner-centered strategies to stimulate motivation and sustain reading participation.

The general mean rating of 3.21 was interpreted as moderately challenging. This result revealed that, on average, teachers encountered a moderate level of difficulty in addressing the overall readiness of learners for reading remediation. It suggested that while some challenges such as motivation and vocabulary were highly demanding, most concerns remained manageable through proper instructional approaches. This finding implied that teachers were able to handle learner readiness issues but still required additional support to address the more critical areas.

The present study related to the findings of Arboiz and Aoanan (2024), who reported that learners’ attitudes and readiness greatly influenced the success of instructional programs. The previous study supported the idea that motivated and prepared learners achieved better results in remedial reading activities. The current results validated his conclusion by showing that lack of motivation and limited vocabulary hindered learners’ active participation in reading remediation.

4.4. Teachers’ Challenges in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers as Perceived by Their School Heads

4.4.1. Resource Availability

Table 13 illustrates the mean rating and interpretations of the teachers’ challenges in the conduct of reading remediation activities for Grades 1 to 3 emerging readers as perceived by their school heads in terms of resource availability. It presented the level of difficulty encountered by teachers in securing the necessary materials and resources for effective reading remediation.

Table 13

<i>Mean Rating and Interpretations of the Teachers’ Challenges in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers as Perceived by Their School Heads in terms of Resource Availability</i>			
Item	Indicators	Mean Rating	Interpretation
1	The teachers lack enough reading materials for remediation.	3.16	Moderately Challenging
2	The teachers find limited phonics tools in school.	3.19	Moderately Challenging

3	The teachers lack access to leveled reading books.	3.14	Moderately Challenging
4	The teachers use outdated materials during sessions.	3.16	Moderately Challenging
5	The teachers experience shortage of visual aids.	3.19	Moderately Challenging
6	The teachers lack digital resources for reading support.	3.30	Highly Challenging
7	The teachers struggle to provide individualized materials.	3.27	Highly Challenging
8	The teachers lack access to printed decodable texts.	3.14	Moderately Challenging
9	The teachers use improvised reading tools frequently.	3.11	Moderately Challenging
10	The teachers receive insufficient budget for reading materials.	3.35	Highly Challenging
	General Mean Rating	3.20	Moderately Challenging

Legend: Scores of 3.25 to 4.00 indicate “Highly Challenging,” scores of 2.50 to 3.24 indicate “Moderately Challenging,” scores of 1.75 to 2.49 indicate “Slightly Challenging,” and scores of 1.00 to 1.74 indicate “Not Challenging.”

The indicator that obtained the highest mean rating was “The teachers receive insufficient budget for reading materials,” which recorded a mean rating of 3.35 and was interpreted as highly challenging. This meant that teachers experienced great difficulty in acquiring enough funds to provide appropriate reading tools and materials. Such a result showed that the lack of financial support limited their ability to obtain updated and sufficient resources for learners. It indicated that additional funding and budget allocation were needed to strengthen the implementation of reading remediation programs.

The general mean rating of 3.20 was interpreted as moderately challenging. This result revealed that, on average, teachers faced a moderate level of difficulty in ensuring the availability of reading resources. It suggested that while some materials were accessible, several essential tools remained inadequate to fully meet the needs of emerging readers. This finding implied that teachers needed consistent provision of both printed and digital resources to improve their remediation sessions.

The present study related to the findings of Pacadaljen (2024), who reported that insufficient resources remained a major barrier to successful instructional interventions. The previous study supported the idea that adequate funding and materials were essential for improving learners’ reading outcomes. The current results validated his conclusion by showing that limited financial support and lack of materials hindered the effectiveness of reading remediation for emerging readers.

4.4.2. Time Constraints

Table 14 illustrates the mean rating and interpretations of the teachers' challenges in the conduct of reading remediation activities for Grades 1 to 3 emerging readers as perceived by their school heads in terms of time constraints. It presented the extent of difficulty experienced by teachers in managing their time to effectively implement reading remediation sessions.

Table 14

<i>Mean Rating and Interpretations of the Teachers' Challenges in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers as Perceived by Their School Heads in terms of Time Constraints</i>			
Item	Indicators	Mean Rating	Interpretation
1	The teachers lack time to prepare remediation lessons.	3.16	Moderately Challenging
2	The teachers have limited remediation hours weekly.	3.19	Moderately Challenging
3	The teachers multitask during remediation time.	3.14	Moderately Challenging
4	The teachers attend other duties during reading time.	3.11	Moderately Challenging
5	The teachers shorten sessions due to schedule conflicts.	3.16	Moderately Challenging
6	The teachers rush sessions to meet deadlines.	3.27	Highly Challenging
7	The teachers cannot review all learners regularly.	3.19	Moderately Challenging
8	The teachers miss remediation due to trainings.	3.16	Moderately Challenging
9	The teachers find remediation time insufficient.	3.38	Highly Challenging
10	The teachers struggle to meet all reading needs.	3.32	Highly Challenging
	General Mean Rating	3.21	Moderately Challenging

Legend: Scores of 3.25 to 4.00 indicate "Highly Challenging," scores of 2.50 to 3.24 indicate "Moderately Challenging," scores of 1.75 to 2.49 indicate "Slightly Challenging," and scores of 1.00 to 1.74 indicate "Not Challenging."

The indicator that obtained the highest mean rating was "The teachers find remediation time insufficient," which recorded a mean rating of 3.38 and was interpreted as highly challenging. This meant that teachers experienced great difficulty in allocating enough time to address the reading needs of all learners. Such a result showed that the limited time available restricted teachers from providing thorough and individualized remediation. It indicated that additional scheduling support or extended remediation periods were needed to meet the learning demands of emerging readers.

The general mean rating of 3.21 was interpreted as moderately challenging. This result revealed that, on average, teachers faced a moderate level of difficulty in balancing their time for preparation and actual reading remediation activities. It suggested that while some tasks were manageable, time remained a recurring concern that affected the quality of instruction. This finding implied that teachers needed better time management strategies and administrative assistance to maximize remediation sessions.

The present study related to the findings of Monta and Perdio (2025), who reported that lack of instructional time remained a persistent barrier to effective teaching interventions. The previous study supported the idea that time availability directly influenced the success of remedial programs. The current results validated his conclusion by showing that insufficient time limited teachers' capacity to provide adequate reading support for emerging readers.

4.4.3. Parental Involvement

Table 15 illustrates the mean rating and interpretations of the teachers' challenges in the conduct of reading remediation activities for Grades 1 to 3 emerging readers as perceived by their school heads in terms of parental involvement. It presented the level of difficulty experienced by teachers in dealing with parents' participation and support in their children's reading development.

Table 15

<i>Mean Rating and Interpretations of the Teachers' Challenges in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers as Perceived by Their School Heads in terms of Parental Involvement</i>			
Item	Indicators	Mean Rating	Interpretation
1	The teachers observe low parental support at home.	3.19	Moderately Challenging
2	The teachers get limited response from parents.	3.30	Highly Challenging
3	The teachers rarely meet parents for reading concerns.	3.16	Moderately Challenging
4	The teachers receive minimal help from parents during assignments.	3.11	Moderately Challenging
5	The teachers find it hard to engage parents.	3.14	Moderately Challenging
6	The teachers lack parental feedback on reading progress.	3.27	Highly Challenging
7	The teachers struggle with unresponsive caregivers.	3.11	Moderately Challenging
8	The teachers find parents unaware of reading goals.	3.32	Highly Challenging
9	The teachers report low parent participation in programs.	3.16	Moderately Challenging
10	The teachers lack communication tools for parents.	3.19	Moderately Challenging

	General Mean Rating	3.19	Moderately Challenging
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Legend: Scores of 3.25 to 4.00 indicate “Highly Challenging,” scores of 2.50 to 3.24 indicate “Moderately Challenging,” scores of 1.75 to 2.49 indicate “Slightly Challenging,” and scores of 1.00 to 1.74 indicate “Not Challenging.”

The indicator that obtained the highest mean rating was “The teachers find parents unaware of reading goals,” which recorded a mean rating of 3.32 and was interpreted as highly challenging. This meant that teachers had great difficulty in ensuring that parents understood the objectives of the reading remediation program. Such a result showed that parents’ lack of awareness limited their ability to reinforce reading activities at home. It indicated that stronger communication and orientation programs were needed to help parents align with the goals of reading remediation.

The general mean rating of 3.19 was interpreted as moderately challenging. This result revealed that, on average, teachers experienced a moderate level of difficulty in securing parental involvement during reading remediation activities. It suggested that while some parents were supportive, many remained less responsive or unaware of their roles in the program. This finding implied that teachers needed to exert additional efforts to sustain consistent collaboration with parents.

The present study related to the findings of Ablasa (2024), who reported that parental participation strongly influenced the success of instructional programs. The previous study supported the idea that active parent involvement helped sustain learners’ reading development and motivation. The current results validated his conclusion by showing that parents’ lack of awareness and limited participation hindered the effective implementation of reading remediation activities.

4.4.4. Learner Readiness

Table 16 illustrates the mean rating and interpretations of the teachers’ challenges in the conduct of reading remediation activities for Grades 1 to 3 emerging readers as perceived by their school heads in terms of learner readiness. It presented the level of difficulty experienced by teachers in addressing different aspects of learners’ preparedness for reading remediation.

Table 16

<i>Mean Rating and Interpretations of the Teachers’ Challenges in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers as Perceived by Their School Heads in terms of Learner Readiness</i>			
Item	Indicators	Mean Rating	Interpretation
1	The teachers handle learners with very low reading skills.	3.16	Moderately Challenging
2	The teachers note poor attention among learners.	3.38	Highly Challenging
3	The teachers find learners unmotivated to read.	3.19	Moderately Challenging

4	The teachers observe limited vocabulary among learners.	3.14	Moderately Challenging
5	The teachers find learners easily distracted during sessions.	3.32	Highly Challenging
6	The teachers manage learners with behavioral challenges.	3.16	Moderately Challenging
7	The teachers work with non-readers regularly.	3.22	Moderately Challenging
8	The teachers see learners skip sessions frequently.	3.27	Highly Challenging
9	The teachers deal with slow reading comprehension.	3.16	Moderately Challenging
10	The teachers find learners struggle with basic phonics.	3.11	Moderately Challenging
	General Mean Rating	3.21	Moderately Challenging

Legend: Scores of 3.25 to 4.00 indicate “Highly Challenging,” scores of 2.50 to 3.24 indicate “Moderately Challenging,” scores of 1.75 to 2.49 indicate “Slightly Challenging,” and scores of 1.00 to 1.74 indicate “Not Challenging.”

The indicator that obtained the highest mean rating was “The teachers note poor attention among learners,” which recorded a mean rating of 3.38 and was interpreted as highly challenging. This meant that teachers faced great difficulty in sustaining learners’ focus during reading sessions. Such a result showed that lack of attention significantly affected the effectiveness of reading remediation. It indicated that attention-related issues among learners required more strategies to maintain engagement and improve learning outcomes.

The general mean rating of 3.21 was interpreted as moderately challenging. This result revealed that, on average, teachers experienced a moderate level of difficulty in handling learner readiness during reading remediation activities. It suggested that while some challenges were highly demanding, most of the indicators remained manageable with appropriate interventions. This finding implied that learner readiness issues were present but not overwhelmingly severe for teachers.

The present study related to the findings of Gabio and Cajandig (2025), who reported that learner-related factors remained a persistent challenge in the success of instructional programs. The previous study supported the idea that learners’ readiness strongly influenced the effectiveness of teaching interventions. The current results validated his conclusion by showing that learner attention and motivation were critical factors in achieving successful reading remediation.

4.5. Correlation Between the Practices and Challenges of Teachers in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers

Table 17 illustrates the correlation between the practices and challenges of teachers in the conduct of reading remediation activities for Grades 1 to 3 emerging readers. It presented the statistical correlation between the identified dependent variables and the teachers’ practices in implementing reading remediation activities.

Table 17

<i>Correlation Between the Practices and Challenges of Teachers in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers</i>				
Dependent Variables	r	p	Interpretation	Decision
Resource Availability	.93	.000	Positive Strong Correlation	Reject H ₀₁ (Significant)
Time Constraints	.52	.000	Positive Moderate Correlation	Reject H ₀₁ (Significant)
Parental Involvement	.82	.000	Positive Strong Correlation	Reject H ₀₁ (Significant)
Learner Readiness	.85	.000	Positive Strong Correlation	Reject H ₀₁ (Significant)
Overall	.87	.000	Positive Strong Correlation	Reject H₀₁ (Significant)

Legend: Scores of ± 0.70 to ± 1.00 indicate "Positive/Negative Strong Correlation," scores of ± 0.30 to ± 0.69 indicate "Positive/Negative Moderate Correlation," and scores of ± 0.00 to ± 0.29 indicate "Positive/Negative Weak Correlation."

For resource availability, the computed value of $r = 0.93$ with $p = 0.000$ indicated a positive strong correlation, leading to the rejection of H₀₁. Time constraints obtained $r = 0.52$ with $p = 0.000$, which showed a positive moderate correlation and resulted in rejecting H₀₁. Parental involvement yielded $r = 0.82$ with $p = 0.000$, revealing a positive strong correlation, thus H₀₁ was rejected. Learner readiness showed $r = 0.85$ with $p = 0.000$, signifying a positive strong correlation and likewise rejecting H₀₁.

Overall, the correlation between the teachers' practices and the challenges encountered resulted in $r = 0.87$ with $p = 0.000$, which denoted a positive strong correlation and warranted the rejection of H₀₁. These findings signified that the teachers' ability to implement effective reading remediation was directly related to the challenges they faced. The results confirmed that improvements in teachers' practices went hand in hand with the level of difficulties they experienced. This meant that as teachers strengthened their reading remediation practices, the challenges they confronted also increased.

The present study related to the findings of Bumagat et al. (2023), who emphasized that enhanced teaching practices were often accompanied by corresponding instructional challenges. The previous study supported the idea that improvements in educational interventions naturally brought about higher demands and constraints. The current results validated his conclusion by showing a similar pattern of correlation in the context of reading remediation for emerging readers.

4.6. Correlation Between the Practices and Challenges of Teachers in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers as Perceived by Their School Heads

Table 18 illustrates the correlation between the practices and challenges of teachers in the conduct of reading remediation activities for Grades 1 to 3 emerging readers as perceived by their

school heads. It presented the correlation between the identified dependent variables and the teachers' practices in implementing reading remediation.

Table 18

<i>Correlation Between the Practices and Challenges of Teachers in the Conduct of Reading Remediation Activities for Grades 1 to 3 Emerging Readers as Perceived by Their School Heads</i>				
Dependent Variables	r	p	Interpretation	Decision
Resource Availability	.94	.000	Positive Strong Correlation	Reject H ₀₂ (Significant)
Time Constraints	.95	.000	Positive Strong Correlation	Reject H ₀₂ (Significant)
Parental Involvement	.94	.000	Positive Strong Correlation	Reject H ₀₂ (Significant)
Learner Readiness	.94	.000	Positive Strong Correlation	Reject H ₀₂ (Significant)
Overall	.97	.000	Positive Strong Correlation	Reject H₀₂ (Significant)

Legend: Scores of ± 0.70 to ± 1.00 indicate "Positive/Negative Strong Correlation," scores of ± 0.30 to ± 0.69 indicate "Positive/Negative Moderate Correlation," and scores of ± 0.00 to ± 0.29 indicate "Positive/Negative Weak Correlation."

For resource availability, the computed value of $r = 0.94$ with $p = 0.000$ indicated a positive strong correlation, leading to the rejection of H₀₂. Time constraints obtained $r = 0.95$ with $p = 0.000$, which also revealed a positive strong correlation and resulted in rejecting H₀₂. Parental involvement yielded $r = 0.94$ with $p = 0.000$, showing a positive strong correlation, thus H₀₂ was rejected. Learner readiness showed $r = 0.94$ with $p = 0.000$, signifying a positive strong correlation and likewise rejecting H₀₂.

Overall, the correlation between the teachers' practices and the challenges encountered resulted in $r = 0.97$ with $p = 0.000$, which denoted a positive strong correlation and warranted the rejection of H₀₂. These findings signified that as teachers enhanced their practices in reading remediation, the challenges they faced also increased proportionally. The results confirmed that the teachers' ability to implement effective reading remediation was directly related to the degree of challenges they encountered. This suggested that improvement in one aspect consistently coincided with the increase in the other.

The present study related to the findings of Saragena et al. (2024), who emphasized the interconnection between teaching practices and the constraints encountered in instructional interventions. The previous work supported the idea that improvements in pedagogical practices often came with corresponding challenges that demanded adaptive strategies. The current results validated his conclusion by showing a similar pattern of correlation in the context of reading remediation for emerging readers.

4.7. An Enhanced Program for Building Foundational Reading Skills to Improve the Practices and Address the Challenges in the Conduct of Reading Remediation Activities

The Enhanced Program for Building Foundational Reading Skills was designed to ensure that Grades 1 to 3 learners developed strong reading abilities essential for academic success while supporting teachers in conducting effective reading remediation activities. The program aimed to standardize remediation practices through uniform lesson planning, consistent strategy use, and systematic progress monitoring implemented from December 2025 to March 2028. It strengthened teacher capacity through trainings, coaching, and mentoring, enabling the use of diversified, learner-centered instructional strategies. Learner engagement and progress were enhanced through interactive activities, adequate instructional materials, and regular assessment and documentation of reading performance. Overall, the program sought to improve teacher effectiveness, increase learner participation, and achieve sustainable improvement in the reading proficiency of Grades 1 to 3 learners.

5. CONCLUSIONS

1. Teachers consistently practiced effective instructional planning, strategic implementation, progress monitoring, and learner engagement in the conduct of reading remediation activities for Grades 1 to 3 emerging readers.
2. Teachers consistently demonstrated effective instructional planning, strategy implementation, progress monitoring, and learner engagement in the conduct of reading remediation activities for Grades 1 to 3 emerging readers as perceived by their school heads.
3. Teachers experienced moderate challenges in resource availability, time constraints, parental involvement, and learner readiness in the conduct of reading remediation activities for Grades 1 to 3 emerging readers.
4. Teachers encountered moderate challenges in resource availability, time constraints, parental involvement, and learner readiness in the conduct of reading remediation activities for Grades 1 to 3 emerging readers.
5. Teachers' practices and challenges in conducting reading remediation activities for Grades 1 to 3 emerging readers showed a positive strong significant correlation.
6. Teachers' practices and challenges in conducting reading remediation activities for Grades 1 to 3 emerging readers as perceived by their school heads showed a positive strong significant correlation.
7. An enhanced foundational reading program can be developed to strengthen teachers' remediation practices while providing targeted interventions and resources to effectively address the challenges in conducting reading remediation activities for Grades 1 to 3 emerging readers.

6. RECOMMENDATIONS

1. Teachers should sustain and further improve their instructional planning, strategy implementation, progress monitoring, and learner engagement to maintain the effectiveness of reading remediation activities for Grades 1 to 3 emerging readers.
2. School heads should provide continuous guidance and feedback to ensure that teachers sustain their effective instructional planning, strategy implementation, progress monitoring, and learner engagement in reading remediation activities.
3. Schools should allocate additional resources, create flexible schedules, encourage parental participation, and provide learner support to help teachers overcome the moderate challenges they experienced.

4. School heads should implement programs that supply resources, manage time effectively, strengthen parental involvement, and enhance learner readiness to reduce the moderate challenges teachers encountered.
5. Education stakeholders should design targeted interventions that simultaneously improve teachers' practices and address the corresponding challenges identified in reading remediation activities.
6. School administrators should provide balanced support systems that enhance teachers' practices while mitigating the challenges that increased alongside improved implementation of reading remediation activities.
7. Curriculum planners should develop and implement an enhanced foundational reading program that strengthens teachers' remediation practices and provides adequate interventions and resources to address the identified challenges.
8. Further studies should examine innovative strategies and evidence-based interventions that can simultaneously enhance teachers' reading remediation practices and reduce the challenges encountered in supporting Grades 1 to 3 emerging readers.

7. ACKNOWLEDGMENT

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