

Issues and Challenges in Teaching Remedial Reading Among Teachers in Select Districts of Misamis Oriental

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ABSTRACT: Reading is a perennial issue in the country, where many learners experience frustration and difficulties with reading. Remedial reading helps struggling learners enhance their comprehension skill and their reading abilities. This study aimed to identify the issues and challenges in teaching remedial reading in selected districts of Misamis Oriental School Year 2024–2025. It describes teachers' characteristics, assesses the level of issues and challenges in teaching remedial reading, and determines their significant relationships. The study employed a descriptive correlational method, a researcher-made questionnaire, and a stratified random sampling technique to identify the 200 teachers handling remedial reading classes. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to describe the variable in the study. Pearson's r was used to determine the relationship between the respondents' issues and challenges in teaching remedial reading, as well as their individual characteristics. The results show that most respondents are female teachers, predominantly mid-career, with over a decade of experience, holding a bachelor's degree, and having attended training at the school or district level, with an attitude towards teaching remedial reading. Respondents demonstrated their understanding of the issues in teaching remedial reading, with the highest variable in effective and innovative strategies, approaches, and styles. In contrast, unfamiliarity with letters, sounds, words, and correct pronunciation was the lowest. On the other hand, the respondents' level of challenges in teaching remedial reading, having a variable in rapport with the classroom, was the highest mean. In conclusion, challenges in teaching remedial reading are addressed through practical and effective strategies, including addressing learners' unfamiliarity with letters, sounds, and pronunciation, as well as the importance of establishing a rapport in the classroom. It is recommended that teachers and school heads collaborate to enhance remedial reading through targeted practice, phonics instruction, training, and a reduced teachers' workload.

KEYWORDS: issues and challenges, teaching remedial reading

INTRODUCTION

Background of Study

Reading is an essential skill for academic success and lifelong learning. It provides the foundation for all subsequent learning by helping students understand and engage with various subjects. Despite its importance, many elementary students continue to struggle with reading, which can impact their academic progress and personal growth over the long term. It has been observed that many students lack motivation and engagement due to repeated reading difficulties, which can lead to lower confidence and a reluctance to participate in learning activities.

Furthermore, it is observed that reading is a perennial issue in the country, particularly in key stage 1, where most learners are categorized as non-readers, often experiencing frustration and reading difficulties. Learners who cannot read struggle to keep up with their classmates, which may make them feel left behind. Because of this, learners may feel down, lose interest in school, or even become afraid of learning. This problem is not only about struggling with reading; it also affects their entire confidence and capacity to perform in other subjects.

Many learners in the Philippines struggle to understand simple texts, making the country a significant target for reading challenges. According to a 2021 World Bank study, at least 90% of Filipino children under the age of ten have difficulty reading and writing simple text, emphasizing the startlingly high rate of learning poverty in the nation. This figure underscores the pressing need to address the issue through effective literacy initiatives and programs. Additionally, the Philippines' low ranking among the

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79 nations participating in an international reading literacy evaluation in 2018 suggests a substantial gap in reading competency compared to its global counterparts.

In addition, the Philippines received the lowest average score of 340 in reading comprehension among 79 participating nations in the 2018 Program for International Student Assessment (PISA). This score is more than 200 points lower than China's score of 555 and far lower than the OECD average of 487. The PISA results also revealed a troubling trend: while most Filipino learners (96 percent) who received less than a year of early childhood education fell below level 2, over a third of those who received only three years of early childhood education achieved at least level 2 proficiency in reading. This implies that reading proficiency and early childhood schooling are strongly correlated.

Remedial reading aims to support learners who demonstrate difficulties in reading by providing targeted instruction that addresses their specific needs. However, teachers need help in delivering this type of instruction effectively. Among these are large class sizes, inadequate training in specialized reading interventions, insufficient instructional materials, and a lack of support from the educational system and parents (Elliott & Grigorenko, 2020). These things make it harder to teach and lead to differences in educational outcomes, especially in rural places like Misamis Oriental.

Many teachers also faced significant administrative burdens, including paperwork and reporting requirements, which limited the time they could devote to developing modified interventions for struggling readers (Abrazado et al., 2021).

Another major challenge is the insufficient availability of instructional materials and resources modified for remedial reading. This scarcity can limit teachers' ability to provide targeted support, particularly in areas such as phonics and vocabulary development. Additionally, teachers often struggle with large class sizes and limited time to focus on individual learners, which can result in the ineffective implementation of remediation strategies (Tutor & Elbanbuena, 2024).

According to Jackaria's (2022) study, teachers have reported challenges in adapting to new teaching methods required for blended learning environments. This situation necessitated retooling and upskilling, as teachers had to transition from purely modular or remote learning to a mix of in-person and distance learning. The sudden shift highlighted gaps in training and preparation for delivering remedial reading in varied learning settings.

Literature and Related Studies

This section addresses literature and studies drawn from books, articles, periodicals, journals, and other sources that are relevant to the present study. It includes the respondent characteristics such as age, sex, position, teaching experience, highest educational attainment, training, seminars attended in teaching remedial reading, and attitude towards teaching remedial reading. It also addresses issues in teaching remedial reading, including a lack of learning resources for reading, difficulties in identifying the purpose of reading, unfamiliarity with letters, sounds, words, and correct pronunciation, the strategy of analyzing vocabulary, and the use of effective and innovative strategies, approaches, and styles. Moreover, its challenges based on administrative support, rapport with the classroom, literacy foundation, and level of experience are also considered.

Respondents' Characteristics

The teachers' traits have a significant influence on the effectiveness and success of remedial reading interventions. According to Rosano et al. (2025), remedial reading teachers frequently perform various tasks to help struggling readers, including identifying reading challenges, implementing targeted interventions, and collaborating with other teachers. Their efficacy is greatly influenced by their proficiency with reading teaching techniques and their capacity to recognize and meet the needs of each learner. Additionally, the implementation of remedial reading programs can be influenced by the educational philosophies of teachers and the broader school community's viewpoints (Bestian & Rashid, 2024).

According to Clinton and Dawson (2023), teacher traits are highlighted collectively and have a wide range of effects on learners, teachers, and school outcomes. These effects may be either direct or indirect. Learner outcomes are likely the most common and evident of the outcomes, as teacher practice is typically focused on enhancing learner performance. Some learners' outcomes, including engagement, emotion, and motivation, are directly influenced by teacher traits such as personality, cultural competence, and communication. However, teacher qualities are more likely to impact learner results indirectly; this could be because teacher attributes influence instructional practice, which in turn affects learners' experiences and accomplishments.

Attitude towards Remedial Reading

The results of Bautista and Santos (2021) resonate with this conclusion. Their research on Filipino teachers' attitudes toward literacy interventions found that teachers who considered remedial programs vital were more active and consistent in executing interventions. Likewise, Navarro and Delos Reyes (2022) highlighted that a teacher's favorable attitude toward literacy instruction leads to enhanced learners' involvement and improved learning outcomes. These studies reinforce the interpretation of the data presented in Table 7 and reaffirm that attitude plays an important role in effective remedial instruction.

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This finding is consistent with Lorenzo and Villanueva's (2023) study, which stated that teachers' belief in the academic impact of reading interventions leads to greater program ownership and better execution of reading strategies. Dela Cruz (2020) further supports this by highlighting that when teachers believe in the transformative potential of literacy, they naturally become advocates of intervention programs, often going beyond their mandated responsibilities to support learners.

Reyes and Montano (2021) found similar perceptions in their study, where teachers focused more on short-term academic improvements than on long-term learner retention when implementing reading programs. Moreover, Garcia (2022) argued that while literacy intervention plays a key role in reducing academic failure, a major dropout factor, many teachers still require more profound insights into the systemic role of literacy in preventing school disengagement. These findings support the notion that further professional development may be necessary to broaden teachers' understanding of how remedial reading contributes to broader educational outcomes.

Issues in Teaching Remedial Reading

Many teachers need more specialized training in reading intervention strategies. While they may be skilled in general instruction, reading remediation often requires expertise in diagnosing reading difficulties and applying targeted interventions. With proper training, teachers can provide the individualized instruction many learners need to succeed in reading remediation programs (Graham, 2023).

Schools, particularly in rural areas, often face resource constraints that affect the quality of reading remediation instruction. Teachers require access to current reading materials, diagnostic tools, and technological resources that facilitate the identification and resolution of reading challenges. This need for additional materials limits the effectiveness of remediation programs and hampers learners' reading progress (Patterson & Crossley, 2023).

Lack of Learning Resources for Reading

The issue is a lack of resources and materials, particularly in distant places, which hinders teaching and learning. The chosen study aims to gain a deeper understanding of the impact of these obstacles on learners' overall learning experiences. Addressing this key issue as a teacher entails establishing appropriate classroom management methods to foster a dynamic and happy learning environment. This includes setting clear objectives, adopting behavior management measures, encouraging student participation, and developing a positive teacher-student relationship. Addressing the core issue of inadequate funding and applying effective classroom management methods will improve educational performance in the chosen areas of the Division of Misamis Oriental. (Alimahan & Ubayubay, 2025).

Ramirez and Santos (2021) revealed that many public-school teachers in the Philippines report moderate to high difficulty in obtaining updated and culturally relevant learning resources. They argued that local development of materials and stronger collaboration with educational stakeholders can mitigate this issue. Furthermore, Almario and Gutierrez (2022) emphasized that teacher-generated materials compensate for the lack of institutional support, promoting relevance and learner engagement.

The study by Villanueva and Francisco (2020) provides insight into this phenomenon by pointing out that while many teachers demonstrate resilience and creativity in managing classrooms with limited teaching and learning resources, a gap remains in their understanding of how such deficiencies affect larger-scale educational goals. Their study revealed that some teachers adapt so efficiently to scarcity that they become desensitized to its impact on program implementation and learner equity. Consequently, the absence of important reflection on systemic resource issues can hinder advocacy efforts and limit teachers' involvement in school-based decision-making and improvement planning. This emphasizes the importance of equipping teachers not only with materials but also with the knowledge and perspective to recognize and respond to systemic challenges that affect learners' learning at both micro and macro levels.

This scarcity limits teachers' ability to implement diverse instructional strategies and hinders learners' opportunities to engage with varied and level-appropriate reading content. Without proper resources, teachers often rely on outdated materials or improvise lessons, which undermines the effectiveness of reading remediation programs (Garcia & Patel, 2024).

Identifying the Purpose of Reading

Identifying the purpose of reading is essential for guiding instruction and ensuring that learners develop decoding skills, comprehension, and important thinking abilities. Reading serves various functions, from gaining information and acquiring knowledge to fostering imagination and personal growth. According to Snow (2021), understanding the purpose of reading allows teachers to tailor their instruction to different reading objectives, whether for academic, recreational, or practical purposes. When learners know why they are reading a particular text, they can apply the appropriate strategies more effectively, such as skimming for information, analyzing an argument, or engaging with the narrative.

This perspective is supported by Caballero and Magtulis (2022), who argue that when teachers view reading as a tool that spans multiple areas of learning, learners are better equipped to apply literacy skills in diverse academic contexts. Their study

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found that learners exposed to this kind of instruction develop stronger application skills and exhibit greater academic resilience, particularly when confronted with complex texts and unfamiliar content. By embedding reading instruction within all disciplines, teachers empower learners to become independent learners who can navigate and comprehend diverse forms of information, an essential ability in today's information-rich world.

Unfamiliarity with Letters, Sounds, Words, and Correct Pronunciation

One of the primary obstacles in early reading development is the unfamiliarity with letters, sounds, words, and correct pronunciation. The study of Lim and Dayrit (2023) strongly underscores the role of phonemic awareness and decoding in early literacy. Their study revealed that learners who received regular, explicit phonics instruction showed significant improvements in reading speed and accuracy. These gains were particularly notable in the early grades, where systematic phonics instruction is a building block for more advanced literacy skills. Their findings support the interpretation of the current results, that while there is evidence of phonics instruction occurring in classrooms, a more consistent and deliberate approach could yield even stronger learning outcomes.

This emphasis on monitoring is reinforced by Soriano and Cruz (2021), who assert that regular assessment of decoding ability is essential to bridging reading gaps. Their research emphasized that when teachers consistently monitor how learners break down unfamiliar words, they are better equipped to implement differentiated instruction and provide targeted support that prevents learners from falling behind.

To support the interpretation, it was found that many Filipino teachers face difficulties with phonics instruction due to limited exposure during pre-service education and a lack of classroom resources aligned with phonics-based approaches. Their study emphasized the need for enhanced teacher preparation programs and the provision of contextualized, accessible phonics materials that support early grade literacy (Gutiérrez & Bernardo, 2022).

Strategy for Analyzing Vocabulary

This finding aligns with the study by Alvarez and Dimaculangan (2021), who emphasized that employing various strategies, such as context clues, flashcards, and visuals, can make a significant difference, especially for learners who struggle. Their research emphasizes the importance of being intentional and creative in vocabulary instruction, utilizing multisensory methods to cater to the diverse needs of learners. It reinforces the idea that helping learners connect with new words in fun, meaningful ways can improve their reading skills.

Additionally, Francisco and Lacuesta (2023) agreed that using visual aids in vocabulary education greatly improves learners' learning. Their research indicated that when teachers utilize photos, graphs, charts, and other visual materials in addition to verbal explanations, children are better able to recall new words and understand their meanings in context. These graphics provide learners with specific references to help them connect unfamiliar terminology to real-world items or concepts. As a result, learners are not only more likely to remember the words over time, but they also feel more secure when they see them in reading materials. This strategy alleviates anxiety while dealing with complex or new literature, resulting in a more engaging and accessible learning environment.

According to Tan and Agustin (2020), who highlighted this in their study, emotional resilience plays a significant role in reading success. When learners feel discouraged, especially when facing challenging vocabulary, it can impact their confidence and motivation. Helping them navigate those moments with effective strategies for managing frustration can make a significant difference, not just in how they read but in how they perceive themselves as learners.

Effective and Innovative Strategies, Approaches, and Styles

This observation aligns well with the study of Ortega and Hernandez (2022), who found that learners made notable gains in comprehension and reading performance when teachers used interactive and differentiated techniques in their remedial classes. These approaches, such as group rotations, games, peer teaching, and modified reading materials, did more than fill gaps. They made reading enjoyable and engaging, boosting learners' participation and motivation. According to their findings, learners feel seen, supported, and empowered to grow when instruction is personalized and interactive.

Teaching styles reflect the fundamental philosophy, ideas, and values that shape educators' instructional techniques and student relationships. These styles encompass a wide range of techniques, from traditional lecture-based methods to more student-centered and inquiry-based approaches. Each teaching style has specific traits, techniques, and pedagogical strategies that shape students' learning experiences and outcomes in the classroom. Teachers can effectively cater to individual learning styles, preferences, and strengths by using a varied teaching strategy, maximizing student engagement, motivation, and academic success. (Salipong et al., 2025).

Dizon and Evangelista (2021) reinforced this idea in their study, stressing that when teachers prioritize comprehension and critical thinking in their reading goals, they equip learners with tools for lifelong learning, not just academic performance. Making comprehension and thinking a fundamental aspect of reading instruction teaches learners how to learn, grow, and develop

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in the long run, rather than just how to read. This emphasizes the importance of making reading lessons engaging and relevant to real-world applications.

This viewpoint is supported by the findings of Manalo and Tiu (2023), who stated that teaching strategies are most effective when they are based on actual data, such as test scores or detailed assessments. This type of information helps teachers determine each learner's reading level, abilities, and areas for improvement. With this information, teachers can provide targeted help tailored to each learner's specific needs.

Challenges of Teaching Remedial Reading

Teaching remedial reading presents a unique set of challenges that teachers must navigate to support struggling readers effectively. One of the most significant challenges is addressing the diverse needs of learners in a single classroom. Learners often exhibit varying reading difficulties, requiring differentiated instruction that is modified to meet individual needs (Smith & Jones, 2022).

Additionally, the lack of adequate training and professional development for teachers in specialized reading strategies can hinder their ability to implement effective remediation programs. Many teachers must prepare to use evidence-based interventions, which can impact learner outcomes. Furthermore, the increasing emphasis on standardized testing creates pressure to deliver rapid results, often at the expense of deeper learning and long-term literacy development (Lee, 2022).

Administrative Support

Corroborating this finding, Nala (2023) revealed that administrative support has a significant impact on teachers' ability to implement successful reading programs, particularly in providing instructional resources and professional development opportunities. This aligns with the present data and reinforces the importance of institutional support systems that are responsive to the practical needs of teachers. Strengthening administrative backing could therefore be a vital step in mitigating the challenges associated with teaching remedial reading.

Furthermore, Smith et al. (2021) echoed this in their study, noting that clearly articulated administrative policies play an important role in enhancing the implementation of remedial reading programs. These policies provide a structured framework and clear guidelines that enable schools to allocate resources efficiently, support instructional planning, and empower teachers to address literacy challenges with greater confidence and consistency.

On the other hand, Johnson and Lee (2020) emphasized this in their study, showing that teachers relieved of excessive non-teaching responsibilities demonstrated greater effectiveness in literacy instruction and learner engagement. Therefore, targeted efforts to streamline administrative processes could enhance teacher performance and ultimately improve learning outcomes in remedial reading.

Rapport with the Classroom

This observation is further supported by a study by Garcia and Martinez (2021), which identified a positive correlation between strong teacher-learners' relationships, improved reading comprehension, and increased learners' motivation. Their research aligns with current findings, reinforcing the importance of dedicating time and effort to relationship-building to improve literacy outcomes.

Corroborating this view, Brown and Clark (2022) indicate that engaging reading strategies enhances learners' motivation and comprehension. Their research aligns with current data and advocates for the thoughtful design of enjoyable reading tasks that enhance both academic and relational outcomes in educational settings. Wilson and Green (2020) validated this finding in their research, demonstrating that learners with easy access to legible and appropriate reading materials exhibited greater reading engagement and improvements in comprehension. Consequently, initiatives to ensure equitable access to resources should be a top priority for educational institutions seeking to improve literacy outcomes.

Literacy Foundation

A strong literacy foundation is essential for learners' success in both academic and life contexts. In 2019, research highlighted that early literacy skills, including phonemic awareness, vocabulary development, and reading comprehension, serve as the foundational building blocks for future learning (Snow, 2019).

According to Smith et al. (2021), this approach is validated, as it has been found to lead to significant gains in literacy and build essential decoding and word recognition skills, particularly among struggling readers. Their study emphasizes that early, systematic instruction in phonemic awareness creates a strong foundation for reading fluency and comprehension, helping learners overcome initial barriers that often lead to long-term academic challenges.

Additionally, Johnson and Brown (2020) echoed this need, showing that professional development in phonics instruction significantly boosts teacher confidence and directly translates into improved learner outcomes in reading. Their findings suggest

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that when teachers feel well-equipped and knowledgeable in phonics strategies, they are more effective in delivering instruction that meets the diverse needs of learners, ultimately fostering stronger literacy skills among learners.

Level of Experience

The level of experience among teachers plays an important role in the effectiveness of reading instruction and remediation. Research from 2020 to 2023 suggests that more experienced teachers tend to employ a broader range of effective instructional strategies, which have a positive impact on learners' learning outcomes (Griffin & McMullen, 2020).

Supporting this, Garcia (2022) emphasized that ongoing professional development is crucial in enhancing a teacher's ability to address the diverse literacy challenges in today's classrooms effectively. Garcia's findings affirm that investing in teachers, particularly in building their expertise and instructional strategies over time, ultimately invests in learners' long-term success. When teachers continuously refine and update their skills, they become better equipped to address reading difficulties, adapt to learner needs, and create more inclusive and effective learning environments.

Furthermore, Davis et al. (2020) support this concern, noting that for professional development to truly increase teacher participation and effectiveness, it must be accessible, relevant to their immediate classroom needs, and flexible enough to accommodate their busy schedules. Their findings emphasize that when training opportunities are thoughtfully designed to address the realities teachers face, teachers are more likely to engage meaningfully, apply what they have learned, and ultimately improve learners' learning outcomes.

Theoretical Framework

This study is founded on the Explicit Instruction Theory, developed by John Hattie and Richard Marzano, and further refined by other educational scholars. The theory is rooted in behaviorist and cognitive approaches that stress clear and direct teaching to achieve measurable learning outcomes. Hattie's research on visible learning and Marzano's work on effective instructional strategies have shaped explicit instruction by highlighting the importance of providing learners with clear guidance, structured lessons, and continuous feedback to support their learning. While there is not a single "founding year" for explicit instruction, the method began to gain significant recognition and development in the early 2000s, with Marzano's work on teaching strategies and Hattie's research in the 1990s and early 2000s being central to its evolution. It emphasizes structured and systematic teaching methods, focusing on clear and direct teaching of skills and strategies. This approach is efficient in remedial reading, where learners often require targeted support to develop foundational literacy skills.

Explicit Instruction Theory is a prominent approach in remedial reading, emphasizing systematic and direct teaching methods to enhance learners' reading skills. This approach involves breaking down complex reading tasks into smaller, manageable components, providing clear demonstrations, and engaging learners through guided practice before they move to independent tasks. Such structured instruction supports struggling readers by focusing on foundational skills like phonemic awareness, phonics, and comprehension.

Additionally, explicit instruction is beneficial for teaching fundamental skills in areas such as reading, arithmetic, and science. It is especially beneficial for children who struggle with inquiry-based or discovery learning methods, as it gives structured support and explicit advice to help them succeed. The approach's emphasis on clarity, direct instruction, guided practice, and continuous assessment makes it an effective tool for enhancing learners' learning outcomes in various educational settings.

Overall, it is the ability to foster a supportive learning environment where learners can actively participate and achieve high levels of comprehension and skill performance. Its evidence-based procedures have dramatically improved learners' accomplishment, making it an essential component of effective teaching practice.

Statement of the Problem

This study aimed to determine the level of issues and challenges in teaching remedial reading among elementary school teachers in the selected Districts of Misamis Oriental Division during the School Year 2024-2025.

Specifically, it sought to answer the following questions:

1. What are the respondents' level of issues in teaching remedial reading in terms of lack of learning resources, identifying the purpose of reading, unfamiliarity with letters, sounds, words, and correct pronunciation, the strategy of analyzing vocabulary, and the effective and innovative strategies, approaches, and styles?
2. What are the respondents' level of challenges in teaching remedial reading based on administrative support, rapport with the classroom, literacy foundation, and level of experience?
3. Is there a significant relationship between the respondents' issues in teaching remedial reading and each of their characteristics?
4. Is there a significant relationship between the respondents' challenges in teaching remedial reading and each of their characteristics?

METHODOLOGY

Research Design

This study employed a descriptive correlation research method with a quantitative approach, utilizing surveys to collect participant data. Descriptive research thoroughly and accurately describes a specific population, phenomenon, or circumstance. It seeks to methodically observe, characterize, and record traits, behaviors, or trends without changing factors. The information was collected from a representative sample of elementary teachers in select districts in Misamis Oriental. Participants completed a self-administered questionnaire, a popular technique for gathering research subjects' responses and providing this information.

A questionnaire is used to collect data, as it provides a quantitative approach that yields knowledge, facts, and numerical evidence. One benefit of a questionnaire is its ability to reach a large number of individuals effectively. This facilitated the researcher's task of gathering data. With these tools and techniques, the research aims to thoroughly grasp how teachers in elementary schools in the Select district of Misamis Oriental. This study designs an orderly and systematic examination of these important variables, which may help to clarify how they interact.

Study Setting

The study was conducted in the Misamis Oriental Division, specifically in the Opol, Aliubijid, Laguindingan, Gitagum, and Libertad districts. It involved teachers at the public elementary schools, comprising both large and medium-sized schools, who handled remedial reading from Grades 1 to 6.

The Select District of Misamis Oriental is a lively and diverse area known for its rich cultural heritage and active communities. It is located in the northern part of Mindanao, Philippines. This area, which includes several municipalities such as Opol, Alubijid, Laguindingan, Gitagum, and Libertad, is famous for its high agricultural productivity. The community is known for its unique blend of urban and rural environments, where modern developments exist alongside traditional customs. The region's many public and private schools show its commitment to giving residents access to quality education. Through community involvement and development projects, the Select District aims to meet the needs and hopes of its people, making it an important center for political representation.

The study setting is suitable since the research study is open to all teachers. The researcher has access to data from every teacher at every school in the selected district in Misamis Oriental due to the district's diverse teaching personnel. Measures were taken in this study to guarantee the privacy of the information gathered from the participants. A secure cabinet would keep the interview transcripts and questionnaires. Additionally, the researcher utilized pseudonyms in all study reports. The researcher got each participant's informed consent before gathering data. The study's goal, the advantages and disadvantages of involvement, and the participant's ability to discontinue participation at any time are all detailed in the informed consent form.

The accessibility of these schools facilitates data collection, leading to a more manageable and efficient research process. The involvement and willingness of school administrators and teachers to engage in the study further support the selection, as their cooperation is vital for obtaining comprehensive and trustworthy data. This strategic decision seeks to generate insights that are both contextually relevant and potentially valuable to similar educational settings.

The schools for this study were carefully chosen to guarantee that the research produced meaningful and practical results. These schools, located in Opol, Alubijid, Laguindingan, Gitagum, and Libertad in Misamis Oriental, illustrate a variety of educational settings, each with its own set of obstacles and resources for remedial reading instruction. This variation was important in capturing diverse experiences and activities, enriching the study's data and outcomes.

The schools were chosen not only for their geographical diversity but also for their varying degrees of teacher skill and learner needs, resulting in a well-rounded portrayal of the larger educational landscape. Furthermore, the schools were firmly committed to tackling literacy difficulties, and their administration was eager to participate in research efforts. This collaboration facilitated a seamless data-gathering process, enabling the study to be completed efficiently within the specified timeframe.

Research Respondents

The respondents in the study were the two hundred (200) teachers who handled remedial reading from Grade 1 to Grade 6 in public elementary schools. The focus of the study is on elementary schools, comprising Teacher I to Master Teacher II positions in the problem. To ensure that the data collected is relevant, the study included teachers currently employed in public elementary schools in the identified districts, those actively involved in remedial reading instruction, and those who have attended remedial reading training or seminars.

Sampling Technique

This study employed a stratified random sampling method. The researcher used Slovin's formula to determine the desired number of respondents, who were the two hundred (200) elementary public-school teachers. In the computation of Slovin's, a

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total population of 405, with a 5% margin of error, was used to determine the sample size. Further, stratified sampling techniques were also employed to get the appropriate number of respondents by district and school. This was achieved by dividing the computed sample size by the population, and then a simple random sampling procedure was used to determine the number of respondents by grade level. This provided an equal opportunity to participate in the study.

Research Instrument

The instrument used to gather important data in the study is a questionnaire, composed of three parts. Part I dealt with the respondents' characteristics, including age, sex, position, teaching experience, highest educational attainment, and training or seminars attended for teaching reading remediation. There were 10-item indicators of the attitude toward issues and challenges in teaching remedial reading, which were patterned and modified for the study of Prestero (2023), entitled "Elementary Teachers' Attitudes Toward Reading Instruction in the Content Areas: An Explanatory Sequential Mixed Methods Inquiry. These indicators had a scale of 4 (Strongly Agree), 3 (Agree), 2 (Disagree), and 1 (Strongly Disagree).

Part II-A of the questionnaire inquired about the Issues in teaching remedial reading. Specifically, 10-item indicators was used: the lack of learning resources, the purpose of reading, unfamiliarity of letters, sounds, words, and correct pronunciation, analyzing vocabulary, the strategy of analyzing vocabulary, effective and innovative strategies, approaches, and styles, which are patterned and modified to the study of Acita et al. (2022) entitled "Challenges, Difficulties, and Effective Enactment of Remedial Reading Programs: A Qualitative-Phenomenological Approach. These indicators have a scale of 4 (At all Times), 3 (Most of the Time), 2 (Sometimes), and 1 (Never).

Part II-B of the questionnaire elicited the challenges in teaching remedial reading. Specifically, 10-item indicators were used, such as administrative support, rapport with the classroom, literacy foundation, and level of experience, which were patterned and modified from the study of Gatcho et al. (2019) entitled "A Literature Review on Remedial Reading Teachers: The Gaps in the Philippine Context." These indicators have a scale of 4 (Strongly Agree), 3 (Agree), 2 (Disagree), and 1 (Strongly Disagree).

Statistical Treatment of Data

After collecting and recording the data gathered in the study, the researcher used descriptive statistics, including frequency, percentage, mean, and standard deviation, to describe the variables in the study.

Moreover, Pearson's Correlation Coefficient (r) determines the significant relationship between the respondents' issues and challenges in teaching remedial reading and their characteristics. The study analyzes the degree of correlation between various factors. A positive or negative coefficient indicates the direction of the relationship, while the absolute value shows the strength of the relationship.

The study also aims to explore the relationships between the issues and challenges faced by teachers within the selected elementary schools in the chosen districts of the Misamis Oriental Division. This utilizes these significant variables in an orderly and systematic manner, which may aid in understanding how they interact.

Ethical Considerations

This study is scholarly and is intended solely for instructional purposes. The researcher prepared a permission letter and consent form, which were approved by the Dean of Cagayan de Oro College's Graduate School and PHINMA—Education. This letter was then forwarded to the Schools Division Superintendent, requesting clearance to undertake the study. After receiving the approval letter from the school division superintendent, the researcher asked permission from the school district supervisor. The survey questionnaire was distributed to the participant teachers, emphasizing the importance of maintaining their privacy. Participation in this study is optional; any information submitted was kept confidential. Individual identification details (such as name, email, or phone number) were associated with the answers. Instead, it is used only for data analysis. The research securely maintains the data acquired during this investigation.

Participants are selected using transparent and fair inclusion criteria relevant to the study's objectives, with no discrimination based on age, gender, educational background, or other unrelated characteristics. The study values the autonomy and dignity of all participants, allowing them to share their ideas openly and recognizing their contributions as essential to the research's success.

All collected data were securely maintained and accessible only to authorized researchers. Conclusions are provided in aggregate form to protect the confidentiality of individual participants. The research design carefully avoids any questions or procedures that may cause discomfort or suffering to participants, ensuring that harm is minimized.

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RESULTS AND DISCUSSION

This part presents the results and discussion on the issues and challenges in teaching remedial reading among teachers in select districts of Misamis Oriental. The data will be presented in tabular form for better appreciation.

Results

Problem 1. What are the respondents' level of issues in teaching remedial reading in terms of lack of learning resources, identifying the purpose of reading, unfamiliarity with letters, sounds, words, and correct pronunciation, the strategy of analyzing vocabulary, and the effective and innovative strategies, approaches, and styles?

Table 1: Summary Distribution of the Issues in Teaching Remedial Reading

Variable	Mean	SD	Interpretation
Lack of Learning Resources	3.16	0.84	Low
Identifying the Purpose of Reading	3.19	0.86	Low
Unfamiliarity with letters, sounds, words, and Correct Pronunciation	3.10	0.83	Low
Strategy and Analyzing Vocabulary	3.19	0.86	Low
Effective and Innovative Strategies, Approaches, and Styles	3.36	0.67	Very Low
Total	3.20	0.81	Low

Legend: 3.26-4.00 At all Times / Very Low

1.76 – 2.50 Sometimes / High

2.51-3.25 Most of the Time / Low

1.00-1.75 Never / Very High

Table 1 presents a summary of issues encountered in **teaching remedial reading**, with an overall mean of **3.20 (SD=0.81)**, interpreted as **Low**. This means that, on average, teachers face a low level of issues in teaching remedial reading regularly. Still, these issues are not severe enough to be classified as high-level problems. This indicates that, while issues such as a lack of resources, recognizing the goal of reading, phonics abilities, vocabulary tactics, and instructional approaches are frequently raised, teachers are generally able to address them effectively. This also indicates that teachers are hands-on in addressing these issues through effective classroom strategies. However, there are still issues with providing adequate learning resources, teaching basic reading skills such as letter sounds and pronunciation, and helping learners understand the purpose of reading. If these areas are improved, remedial reading can be more effective and help learners learn more quickly. This finding highlights the importance of enhancing support systems, resources, and professional development to enable teachers to manage these issues effectively. Addressing these issues can enhance teaching and reading outcomes for learners who require additional support.

As perceived, the teachers typically face issues when teaching remedial reading. This suggests that many problems, including inadequate resources, struggling readers, and the need for effective strategies, are prevalent throughout classrooms rather than isolated incidents. This finding shows the importance of ongoing teacher support, which incorporates practical training, access to relevant materials, and clear instructional guidelines. It also emphasizes the need for schools and educational leaders to solve these issues effectively.

This further implies that, in teaching remedial reading, teachers' experiences vary moderately. This indicates a low difficulty level, demonstrating that individual teachers' judgments of difficulty differ significantly. This suggests that some teachers encounter significantly fewer obstacles than others. This variety of difficulty is likely caused by factors such as teacher experience, available resources, learners' characteristics, and the school atmosphere. Addressing the issues of remedial reading education requires a fine-tuned strategy that recognizes and responds to individual teachers' unique experiences and needs, rather than focusing merely on the general average level of problems.

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This aligns with the study of Nala (2023), who found that the availability of reading materials at home significantly influences learners' reading comprehension and writing abilities. Nala's research emphasized that learners consistently exposed to books, structured reading activities, and a literacy-rich environment tend to develop stronger reading and writing skills. The scarcity of such materials, both at school and at home, thus becomes a significant barrier to developing proficient readers. Consequently, addressing resource gaps is a foundational step toward overcoming many persistent challenges teachers encounter in remedial reading instruction.

The variable, **effective and innovative strategies, approaches, and style**, has the **highest mean** score of **3.36 (SD=0.67)**, interpreted as **Very Low**. This means that there are very few issues with effective and innovative strategies in teaching remedial reading. When teachers use creative and effective methods, they can significantly improve reading comprehension among learners. This implies the necessity for professional development programs that equip teachers with innovative teaching strategies. It also underlines the potential for positive outcomes when such techniques are implemented. While teachers recognize the importance of using new methods to engage struggling readers, they may not implement them consistently due to a lack of sufficient training, resources, or support from the institution. The outcome is a positive sign, indicating that teachers are making substantial efforts to make reading classes more engaging and successful. However, this area has much potential for even greater effect if continued support, training, and resources are made available. Schools can further enhance reading outcomes by improving teachers' ability to employ creative strategies, particularly for learners with the most challenging learning needs.

As noticed, when teachers employ different methods and strategies in their lessons, learners feel more motivated and receive additional support to overcome their reading difficulties. It is essential to provide teachers with training on innovative teaching methods. Teachers need to be creative and flexible so that they can effectively handle different reading challenges and provide all learners with the support they need to learn well. Many learners who struggle with reading face a variety of obstacles, including a lack of phonetic knowledge, difficulty comprehending, and difficulty remembering new terminology. Teachers can address these issues more effectively by using a combination of strategies, providing targeted guidance that allows learners to progress at their own pace.

Smith's (2021) research emphasizes the importance of innovative teaching strategies in enhancing learners' engagement and comprehension. The study reveals that encouraging teachers to learn can have a profoundly positive impact on learners. Traditional teaching approaches, which are generally structured and focused on direct instruction, can occasionally fail to capture learners and their diverse learning styles and needs, especially in literacy instruction.

On the other hand, the variable **unfamiliarity with letters, sound, word, and correct pronunciation** has the lowest mean of **3.10 (SD=0.83)**, interpreted as **Low**. This means that the respondent demonstrates a low level of issues in unfamiliarity with letters, sounds, words, and correct pronunciation. This implies that many learners still struggle with the basics of reading, such as recognizing letters, sounds, and phrases, and understanding how to pronounce them. These are essential skills for understanding what they read. That is why programs that build strong foundations in phonics and pronunciation are so important. Compared to other challenges in remedial reading, though, teachers may find this area easier to handle. Many learners already possess some basic knowledge, and teachers often feel more confident teaching them. Early reading programs, such as phonics lessons or beginner reading support, appear to be effective, and teachers typically have sufficient training and materials to teach these skills well. While foundational literacy remains a challenge, it does not seem to be the most significant concern compared to other issues in remedial reading.

It has been observed that mastering letters and sounds is a crucial first step in learning to read. Without this foundation, learners will struggle to read fluently and comprehend what they read. That is why teachers need to spend more time teaching and practicing letter recognition, phonics, and pronunciation. If students do not develop these skills, they may struggle with new words and even lose confidence, especially when asked to read aloud. Simple activities, plenty of practice, and encouragement, like praising small successes, can go a long way in helping learners become more confident and effective readers.

Johnson's (2022) study highlights the significance of early phonemic awareness intervention, particularly in preventing long-term reading difficulties. According to Johnson's research, learners who are introduced explicitly to these foundational sounds at a young age are much less likely to experience reading difficulties in the future. Early intervention enables teachers to close any phonemic awareness gaps before they develop into more serious reading difficulties, thereby putting learners on a more successful academic path.

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Problem 2. What is the respondents' level of challenges of teaching remedial reading based on administrative support, rapport with the classroom, literacy foundation, and level of experience?

Table 2: Summary Distribution of the Respondents' Level of Challenges in Teaching Remedial Reading

Variable	Mean	SD	Interpretation
Administrative Support	3.07	0.84	Slightly Challenged
Rapport with the Classroom	3.26	0.87	Not Challenged
Literacy Foundation	3.21	0.86	Slightly Challenged
Level of Experience	3.25	0.89	Slightly Challenged
Overall	3.20	0.87	Slightly Challenged

Legend: 3.26-4.00 Strongly Agree / Not Challenged 1.76 – 2.50 Disagree / Challenged
 2.51-3.25 Agree / Slightly Challenged 1.00-1.75 Strongly Disagree / Highly Challenged

Table 2 presents a summary distribution of the respondents' Level of **challenges in teaching remedial**, with an overall mean of **3.20 (SD=0.87)**, interpreted as **Slightly Challenged**. This means that teachers encounter a slight challenge when teaching remedial reading, but they are not too severe. Most teachers can still do their jobs well, but there are some things that could be done better, such as getting more assistance from school officials, enhancing teaching approaches, and receiving additional training. If these areas are strengthened, teaching remedial reading will be easier and more effective for learners as well as teachers. This indicates the importance of continuous reflection and development in teaching approaches, as well as acknowledging that these challenges may influence instruction quality and learners' outcomes. It emphasizes the importance of participating in professional development, whether through training, cooperation, or self-directed learning. Rarely are resources or assistance limited; therefore, teachers must be adaptable and creative in meeting classroom demands. Rather than recognizing this as a weakness, consider it an opportunity to learn, experience new techniques, and seek realistic solutions. The findings also highlight the importance of effective advocacy in providing teachers with the necessary support and tools to overcome these difficulties. Ultimately, remaining committed to teaching and continually striving for improvement leads directly to enhanced learning experiences and outcomes for learners.

Moreover, it is perceived that the average teachers feel they face moderate to serious challenges when teaching remedial reading. The different responses suggest that while some teachers can handle these challenges, others struggle more. This suggests that teaching reading, particularly to learners who struggle, is challenging and requires more than just knowing how to teach. Teachers must also care deeply, have firm support, and keep learning new skills. To improve learners' reading in the division, a clear and organized system should provide teachers with the necessary support.

However, some teachers find it much harder than others. This is because teachers have different levels of experience and training. They also have different resources, types of learners, and school situations. Because of this, solving these problems requires different solutions tailored to each teacher's needs. It is not enough to look at the overall average because each teacher's situation is different. This information might then be used to design targeted interventions and support systems, modified to the specific requirements of individual teachers and learners. Such a comprehensive approach is essential for guaranteeing equal support and, ultimately, increasing the effectiveness of remedial reading education. Furthermore, constant monitoring and assessment of the effectiveness of various interventions are necessary to adjust support strategies in response to teachers' evolving needs and experiences.

Therefore, while teachers may have basic knowledge of reading instruction, they frequently lack enough institutional support, notably in administrative responsiveness and classroom rapport, which were ranked the most challenging. It implies that limited teaching resources, a lack of training in a specific strategy, or insufficient collaboration and feedback channels may hinder their efforts. These difficulties may result in burnout, decreased motivation, or instructional fatigue, particularly if not addressed with meaningful interventions.

This finding aligns with Martinez's study (2021), which emphasizes the importance of a supportive school environment in alleviating the burden on teachers handling struggling readers. According to Martinez, when teachers feel backed up by their school leadership and have access to adequate resources, they are more capable of responding to diverse literacy needs in the classroom. Similarly, Moses and Kelly (2020) found that schools that invested in instructional tools and teacher wellness saw marked improvements in literacy interventions.

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The highest-rated challenge among the four variables is **Rapport with Classroom**, having the **highest mean** of **3.26 (SD=0.87)**, interpreted as **Not Challenged**. This means that teachers are not challenged when teaching remedial reading, in comparison to other aspects; however, teachers found it easiest to develop a solid connection with learners. In other words, they reported feeling secure and capable of developing positive relationships with learners, an area where they did not face significant challenges. This implies that maintaining a good relationship with learners is crucial for effective teaching. It builds trust, keeps learners engaged, and motivates them to try, especially those who struggle with reading and often feel uncertain about themselves. On the other hand, struggling readers feel not good enough, embarrassed, or frustrated. That is why teachers need to help learners feel better about themselves, not just teach them how to read. Teacher trainings should teach how to build strong relationships with learners, especially in remedial reading classes.

As observed that some teachers may need to develop more effective strategies to gain learners' trust and keep them engaged, especially in classes where many learners struggle with learning. Strong rapport often leads to improved classroom management, increased participation from learners, and more effective learning, as students feel appreciated, understood, and motivated. This strength can serve as a basis for solving other instructional challenges since a strong teacher-learner connection makes learners more open to various approaches and interventions.

In her study, Thompson (2020) emphasized that strong teacher-learner relationships significantly enhance reading engagement and persistence. Learners who feel understood and supported are more likely to take risks in reading, such as trying a more challenging text or participating in class discussions. Similarly, Garcia and Martinez (2021) argued that social-emotional support is vital to any effective reading intervention, especially among elementary and middle-grade learners.

In contrast, the variable **Administrative Support** received the **lowest mean** score of **3.07 (SD=0.84)**, interpreted as **Slightly Challenged**. This means that teachers believe they are slightly challenged in terms of the resources they receive from school officials while teaching remedial reading. Even minor problems, such as the timely provision of reading materials, better communication, clearer policies, or stronger encouragement from the administration, can hinder the success of remedial reading programs. Without this kind of support, teachers may struggle to fully implement effective remedial reading practices and effectively manage the needs of struggling readers. This implies that when school leaders respond quickly and provide teachers with what they need, it enables teachers to focus more on teaching and supporting learners. Teachers face numerous interconnected challenges, from building trust with learners to addressing limited support. The hardest part, building rapport, takes emotional effort, care, and time. Even the most basic area, administrative support, still requires attention and better planning to help teachers and learners succeed truly.

As observed, teachers may be doing their best in the classroom, but they sometimes feel unsupported by the administration. Delays in giving resources, a lack of follow-up, or insufficient direction can make teaching more difficult, particularly for those working with learners who struggle with reading. When this support is lacking, teachers may feel isolated in their efforts, resulting in an increased workload, poorer achievement for learners, and decreased motivation.

A study by Wilson (2020) highlights the crucial role of effective administrative leadership in ensuring the success of literacy programs, particularly in underperforming schools. Effective leadership at the administrative level is not just about overseeing daily operations; it involves setting clear goals, fostering a supportive environment, and ensuring that both teachers and learners have the necessary resources to succeed.

Furthermore, Davis et al (2020) highlight that efficient administrative processes and strong leadership support help boost teachers' confidence and prevent burnout, especially in remedial education, where teachers face the demanding task of supporting learners with learning difficulties.

Problem 3. Is there a significant relationship between the respondents' issues in teaching remedial reading and each of their characteristics?

Table 3: Result of the Test on the Relationship Between the Issues in Teaching Remedial Reading and each of their Characteristics

Respondents' Characteristics	Issues in Teaching Remedial Reading						Overall
	Lack of Learning Resources	Identifying the Purpose of Reading	Unfamiliarity with Letters, Sounds, Words, and Correct	Strategy for Analyzing Vocabulary	Effective and Innovative Strategy, Approach		

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			Pronunciation, Spelling, and Style				
Age	r-value	0.95	0.95	0.90	0.95	0.97	0.94
	p-value	0.01	0.02	0.01	0.02	0.02	0.02
	interpretation	S	S	S	S	S	S
Sex	r-value	0.83	0.74	0.71	0.80	0.71	0.76
	p-value	0.06	0.03	0.01	0.02	0.01	0.03
	interpretation	NS	S	S	S	S	S
Position	r-value	0.96	0.86	0.91	0.71	0.85	0.86
	p-value	0.03	0.03	0.03	0.02	0.03	0.03
	interpretation	S	S	S	S	S	S
Teaching Experience	r-value	0.95	0.51	0.81	0.61	0.61	0.70
	p-value	0.01	0.03	0.03	0.03	0.03	0.03
	Interpretation	S	S	S	S	S	S
Highest Educational Attainment	r-value	0.85	0.93	0.70	0.91	0.71	0.79
	p-value	0.02	0.02	0.01	0.01	0.02	0.02
	interpretation	S	S	S	S	S	S
Training/Seminar Attended for Teaching Remedial Reading	r-value	0.71	0.85	0.94	0.85	0.61	0.79
	p-value	0.01	0.03	0.02	0.02	0.01	0.02
	interpretation	S	S	S	S	S	S
Attitude towards Teaching Reading Remediation	r-value	0.94	0.71	0.71	0.91	0.99	0.85
	p-value	0.01	0.01	0.02	0.01	0.01	0.01
	interpretation	S	S	S	S	S	S

Legend: S- Significant NS- Not significant

Table 3 illustrates the test results on the relationship between **various respondent characteristics and the issues in teaching remedial reading**. The teachers' characteristics in terms of **age, sex, position, teaching experience, highest educational attainment, attendance in training or seminars for teaching remedial reading, and attitude towards remedial reading** showed a **significant relationship** as indicated by the **r-value and p-value less than 0.05 alpha level**, which **led to the rejection of the null hypothesis**. This means that a teacher's personal qualities strongly connect to the challenges they face in teaching remedial reading. These qualities affect how teachers understand, approach, and respond to the needs of learners who struggle with reading. Factors such as age, teaching experience, training, educational level, and attitude are not merely background details; they play a significant role in determining the effectiveness of a teacher. A teacher's skills, knowledge, and mindset significantly impact how they utilize strategies, manage diverse learning styles, and address the challenges that accompany helping struggling readers. This indicates that differences in these qualities can impact how teachers address everyday problems in remedial reading, such as learners not paying attention, working with word decoding, or lacking sufficient teaching materials.

The variable **age** showed a **significant relationship** with issues in teaching remedial reading. This means that the variable age strongly correlates with difficulty in teaching remedial reading. This further implies that a teacher's age may influence how they perceive, approach, and handle the obstacles of addressing learners' reading difficulties. As teachers age, their experiences,

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maturity, and exposure to diverse educational environments can impact their effectiveness in delivering remedial reading instruction. Although older teachers may have more polished classroom management methods, greater patience, and broader teaching ranges, they are better equipped to address the frequent issues that arise with struggling readers. On the other hand, younger teachers may be more familiar with modern pedagogical tools and current trends. Still, they often lack the depth of experience required to adjust lessons to different reading levels.

Therefore, age is more than just a biological aspect; it is also a substitute for acquired knowledge, professional expertise, and instructional ability. According to the study's findings, the relationship between age and reading issues suggests that the length and depth of a teacher's involvement in educational practice influences teaching efficacy in remedial reading. A crucial insight is that a teacher's age may impact their adaptability, resilience, and confidence in providing interventions for struggling readers.

Thus, interventions and support systems for teachers should not be generalized but should instead be modified to these varied backgrounds. For instance, beginner teachers or those with less specialized training might benefit from intensive coaching and modeling of best practices. In contrast, more experienced teachers could be engaged as mentors or leaders in professional learning communities.

Rosano et al.'s (2023) study examined the obstacles and demands faced by junior high school content area teachers when teaching remedial reading. The study found that teachers' capacities are influenced by their teaching issues and needs, suggesting that personal and professional factors, such as age, impact their effectiveness in remedial reading education.

Similarly, Nimer and Napil's (2024) study examined the experiences of Filipino teachers teaching reading in the new normal. The study found that age influences teachers' experiences, obstacles, and solutions for teaching reading. The study highlighted the importance of understanding teachers' viewpoints in enhancing reading instruction methods in Filipino schools.

Moreover, the variable **sex** showed a **significant relationship** with the issues in teaching remedial reading. This means that male and female teachers might interpret, approach, or experience the problems in remedial reading differently. This implies that gender-related aspects, including communication styles, instructional strategies, understanding levels, and classroom management preferences, may influence how teachers recognize and address reading issues in learners. Female teachers may exhibit more caring behaviors and a stronger preference for language-based learning, whereas male teachers may approach the subject with other emphases or classroom dynamics. Furthermore, diversity in teaching styles, which is frequently associated with gender inequalities, may be both a strength and a challenge, as evidenced by observations in many educational settings. It also prompts consideration of how educational systems might foster balanced and inclusive strategies, ensuring that both male and female teachers are equally trained and supported in providing good remedial reading instruction. Promoting understanding of these gaps can increase collaboration, minimize prejudices, and ultimately improve learning outcomes for struggling learners.

Furthermore, the strong relationship between sex and issues in teaching remedial reading may reflect underlying societal and educational expectations of male and female teachers. This suggests that female teachers, who have traditionally dominated early education and literacy instruction, may face increased pressure to perform adequately in reading remediation, thus impacting their reported experiences with problems. Male teachers, who are underrepresented in early literacy functions, may face distinct challenges relating to learner engagement, instructional confidence, or professional support, particularly in language-rich disciplines such as reading.

Gaviola et al.'s (2024) study addressed gender differences in reading instruction at the Department of Education (DepEd) in Northern Mindanao, Philippines. The study indicated that established cultural conventions and gender stereotypes influence teacher approaches to reading instruction, with female teachers being more likely to use nurturing and language-focused techniques. In contrast, male teachers may struggle to engage learners in literacy work. The study emphasized the importance of holistic interventions, including increasing instructor awareness, providing targeted training, and addressing socioeconomic barriers, to establish inclusive classrooms that effectively address gender gaps in reading.

Similarly, Abdullah et al. (2024) studied Malaysian teachers' views of gender inequalities in English language literacy. The study found that teachers noticed girls outperforming boys in reading activities, citing factors such as classroom involvement, exam achievement, and societal expectations. The study highlighted the need to understand the structure of classrooms and the role of preconceptions on teaching techniques to alleviate gender gaps in literacy instruction.

The variable **Teaching Position** showed a **significant relationship** with the issues in teaching remedial reading. This means that a teacher's professional function or designation directly impacts how they perceive and address topics in remedial instruction. This implies that teachers in various roles, such as classroom teachers, topic specialists, reading coordinators, and administrators, face distinct expectations and duties that impact their experiences with remedial reading. For example, classroom teachers who interact with learners on a daily basis may be more directly affected by time restrictions and various learning demands. In contrast, reading specialists may have more training yet be under greater pressure to produce measurable results.

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Furthermore, the difficulties encountered in remedial reading are not universally felt across all teaching professions. The variation in expectations, workload, and resource availability leads to varied perceptions of the difficulties of adopting corrective solutions. As observed, those in specialized or management positions may struggle more with structural or programming concerns, whereas general classroom teachers tend to focus on learners' difficulties and instructional constraints. This suggests that any remedial reading solution must be tailored to the specific responsibilities and needs of each teaching position.

This means that Ancheta (2022) found that content area teachers often lack knowledge and skills in reading instruction, which creates challenges when incorporating reading strategies into their teaching. The study concluded that professional development and training are required to improve teachers' competencies.

Mosqueda (2023) discovered that the type of a teacher's role substantially impacts their capacity to properly apply remedial reading practices, especially when juggling regular classroom responsibilities with additional remedial activities. Teachers in higher or specialized roles often have greater autonomy and access to professional development, enabling them to address reading issues more effectively.

In contrast, generalist teachers without specific training may struggle with diagnostic evaluations and differentiated instruction, resulting in low effectiveness in remedial settings (Bestian & Rashid, 2024).

The variable **Highest Educational Attainment** showed a **significant relationship** with the issues in teaching remedial reading. This means that a teacher's academic background influences their effectiveness in addressing reading issues. The people with advanced degrees or specialized training may possess more theoretical knowledge, pedagogical techniques, and an understanding of varied instructional approaches, making them better prepared to address the complex needs of remedial reading. This implies that teachers with lower levels of formal education may find it more challenging to address the specific needs of learners with reading challenges, probably due to a lack of exposure to advanced literacy frameworks and intervention strategies. This implies that strengthening educational qualifications through graduate studies, reading-focused certification, or ongoing professional development can help teachers improve their proficiency.

As seen, teachers with higher academic degrees are often more knowledgeable about research-based techniques and possess greater expertise in designing interventions tailored to the diverse needs of learners. This leads to more effective detection of reading issues and better educational solutions. The lesson here is that teacher quality in remedial reading is directly related to academic readiness, emphasizing the importance of investing in higher education for teachers.

Alcayde and Basilan's (2023) study makes an important finding on how teachers' educational backgrounds influence their performance when teaching children with reading challenges. According to the study, teachers with higher degrees were more effective in employing adapted techniques and practical teaching tools to help learners with reading issues. These teachers often had access to advanced training and a more thorough understanding of educational theory and practice, allowing them to tailor their teaching approaches to the specific needs of struggling readers. With higher qualifications, these teachers were likely better equipped to address particular literacy issues through strategies such as individualized instruction, the use of interactive materials, or the incorporation of technology.

Adao et al. (2023) found that teachers with higher educational attainment were more capable of addressing reading difficulties, which they attributed to a better understanding of reading interventions and strategies. However, individuals with fewer qualifications highlighted challenges such as restricted access to resources and insufficient pedagogical understanding, underlining the importance of professional development in reading education.

The variable **Trainings/Seminars Attended in teaching remedial reading** showed a **significant relationship** with the issues in teaching remedial reading. This means a significant relationship between the variable 'Training/Seminar Attended' and issues in teaching remedial reading, indicating that professional development opportunities for teachers, such as attending seminars, workshops, or training programs, have an immediate impact on their ability to address reading difficulties in the classroom effectively. The teachers who receive targeted and current training are more likely to have the methods, tools, and confidence to execute effective remedial reading treatments. It indicates that without comprehensive and relevant training, teachers may struggle to assess reading difficulties, use suitable educational approaches, and successfully track learners' development. Therefore, ongoing professional development is important in improving teacher ability, particularly in specialized areas such as remedial reading. While formal training exposes teachers to current literacy theories, evidence-based practices, and intervention tools, it equips them to meet the unique needs of struggling readers.

According to Acita et al. (2022), content area teachers frequently lack formal expertise in reading instruction, which limits their capacity to incorporate reading strategies into their classes. Even when teachers were trained on assessment tools such as the Philippine Informal Reading Inventory (Phil-IRI), the emphasis was on administration rather than evaluating results and incorporating them into instructional planning. This training gap hinders teachers' ability to assess learners' reading skills effectively and select appropriate educational strategies.

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Likewise, the Department of Education's "Catch Up Fridays" program, which attempted to improve reading skills among Filipino learners, experienced difficulties due to teachers' lack of extensive training. The Second Congressional Commission on Education (EDCOM 2) stated that, although the program aimed to provide reading interventions, several teachers lacked the necessary qualifications to deliver effective reading instruction, resulting in limited improvements in learners' reading abilities. Non-governmental organizations have also contributed to teacher training programs. Since 2021, the Binhi Foundation, for example, has offered teacher training based on the Science of Reading approach.

The variable **Attitude towards teaching remedial reading** showed a **significant relationship** with the issues in teaching remedial reading. This means that a significant association between the variable Attitude Towards Teaching Remedial Reading and the problems encountered during its instruction demonstrates the powerful influence of a teacher's perspective on their success in dealing with reading difficulties. This suggests that teachers with a positive attitude towards teaching remedial reading are more likely to approach the task with dedication, patience, and a readiness to adapt their strategies to meet the needs of their learners.

Meanwhile, Abrasaldo's (2024) study found that Grade 1 teachers had moderate challenges with content understanding and a lack of teaching and reading materials. These obstacles contributed to a lack of confidence and commitment to teaching reading, highlighting the importance of proper resources and training in fostering positive attitudes among teachers. In the context of early reading education, if teachers lack precise knowledge of how to teach reading skills such as phonics, word recognition, and comprehension methods, they will struggle to transmit these concepts to their learners effectively. According to Alcaide and Basilan (2023), teachers' attitudes have a direct impact on their support of children with reading challenges. Teachers who maintained a positive and supportive attitude were more likely to use personalized tactics and create a favorable learning environment. Conversely, negative attitudes often led to disengagement and ineffective instructional approaches.

On the contrary, the variable **sex** showed **no significant relationship** with the issues in teaching remedial reading, particularly the **lack of learning resources**. This means that there is no substantial connection between sex and a lack of learning resources; gender does not seem to have a role in the absence or availability of educational materials and tools. In other words, male and female teachers confront identical obstacles regarding limited instructional resources such as textbooks, technology, and classroom materials. It indicates that the challenges around a lack of resources are structural and unaffected by the gender of the teachers involved. Rather than gender-related issues, educational resource constraints are more likely to contribute to broader issues, such as money, administrative decisions, or academic programs. Both male and female teachers, regardless of gender, face similar limitations in their classrooms, indicating that discrepancies in access to learning materials are due to structural flaws in the educational system rather than the teacher's gender.

Zaman, Ullah, and Waris (2023) found that female secondary school teachers face challenges, including limited access to academic materials, which impacts their professional competence. However, the study found no significant difference in resource availability between male and female teachers, implying that they confront identical challenges. Similarly, a review of TIMSS 2019 data from Saudi Arabia revealed no gender disparities in access to teaching resources, suggesting that resource constraints are structural rather than gender specific.

Problem 4. Is there a significant relationship between the respondents' challenges in teaching remedial reading and each of their characteristics?

Table 4: Result of the Test on the Relationship between Challenges in Teaching Remedial Reading and each of their Characteristics

Respondents' Characteristics	Challenges in Teaching Remedial Reading				Overall	
		Administrative Support	Rapport with the Classroom	Literacy Foundation	Level of Experience	
Age	r-value	0.98	0.96	0.91	0.90	0.94
	p-value	0.02	0.03	0.01	0.01	0.02
	interpretation	S	S	S	S	S

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Sex	r-value	0.501	0.81	0.70	0.6	0.65
	p-value	0.06	0.03	0.02	0.01	0.03
	interpretation	NS	S	S	S	S
Position	r-value	0.96	0.71	0.71	0.78	0.79
	p-value	0.03	0.03	0.02	0.03	0.02
	interpretation	S	S	S	S	S
Teaching Experience	r-value	0.81	0.78	0.60	0.90	0.77
	p-value	0.01	0.01	0.01	0.02	0.01
	interpretation	S	S	S	S	S
Highest Educational Attainment	r-value	0.601	0.78	0.87	0.71	0.74
	p-value	0.03	0.02	0.02	0.03	0.03
	interpretation	S	S	S	S	S
Training/Seminar Attended for Teaching Remedial Reading	r-value	0.81	0.81	0.90	0.91	0.86
	p-value	0.01	0.02	0.01	0.02	0.02
	Interpretation	S	S	S	S	S
Attitude towards Teaching Remedial Reading	r-value	0.91	0.90	0.71	0.92	0.86
	p-value	0.01	0.01	0.03	0.01	0.02
	Interpretation	S	S	S	S	S

Legend: S- Significant NS- Not significant

Table 4 illustrates the test results on the relationship between various respondent characteristics and the issues in teaching remedial reading. The personal and professional characteristics examined in terms of **age, sex, position, teaching experience, highest educational attainment, attendance in training or seminars for teaching remedial reading, and attitude towards remedial reading** showed a **significant relationship** as indicated by the **r-value and p-value less than 0.05 alpha level**, which **led to the rejection of the null hypothesis**. This means that the primary goal is to determine if these characteristics are significantly related to the challenges encountered. The hypothesis being tested is whether there is a significant relationship between the characteristics of respondents and the challenges they face in teaching remedial reading. Based on the p-values provided, the hypothesis is accepted for most characteristics, indicating a significant relationship. This suggests that age, position, teaching experience, highest educational attainment, training/seminars attended for teaching remedial reading, and attitude towards teaching reading remediation all have significant relationships with the challenges faced in teaching remedial reading ($p < 0.05$). However, sex is not substantial for overall challenges ($p > 0.05$), though it is significant for specific challenges.

As observed, these results suggest that most characteristics of respondents significantly impact the challenges they face in teaching remedial reading. This implies that age, position, teaching experience, educational attainment, training, and attitude towards teaching are important in how challenges are perceived and managed. The findings highlight the need for targeted professional development and support systems modified to the specific characteristics of teachers. For instance, younger teachers or those with less experience might benefit from mentorship programs, while those with higher educational attainment might require advanced training to address specific challenges. Additionally, fostering a positive attitude towards teaching remedial reading through motivational workshops can help mitigate some of the challenges.

The variable **age** showed a **significant relationship** with challenges in teaching remedial reading. This means that age influences how teachers perceive and deal with these specific challenges. When teachers become older or gain more experience, their needs, expectations, and competencies change, and how they approach the complexity of remedial reading instruction. Age influences how teachers perceive and deal with these challenges. As teachers become older or gain more experience, their needs, expectations, and competencies change, influencing how they approach the complexity of remedial reading education. This indicates that a teacher's age is significantly related to how they encounter or manage challenges in this specific teaching area. In statistical terms, a significant relationship means that when age changes, whether growing or decreasing, there is a predictable

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pattern in the type or extent of obstacles faced. This does not imply direct causality, but it does demonstrate that age is a significant component in understanding the numerous challenges teachers face when assisting learners with reading difficulties.

As observed, these differences are in pedagogical preparation, adaptation to new methods, or comfort with technology-based interventions. Younger teachers may face challenges due to a lack of classroom experience or confidence in addressing children who struggle with reading. They may also be overwhelmed by the demands of individualized teaching. Conversely, older teachers, despite being more experienced and confident, may struggle to transition to modern remedial strategies, digital tools, or new literacy requirements, particularly if they have not had recent professional development.

Adao et al. (2023) discovered that content area teachers frequently lacked basic reading instruction skills regardless of age. The study highlighted several similar issues, including poor participation among learners, unfulfilled learning competencies, and a need for capacity building and enhanced reading interventions. These findings suggest that, while age and experience influence teaching approaches, every teacher must continue to engage in professional development to serve learners with reading issues effectively. Rosano et al. (2025) identified the difficulties and needs of content area teachers in teaching remedial reading, highlighting the importance of professional development and administrative support. These studies highlight the importance of addressing the specific needs and challenges of remedial reading teachers to enhance their learners' effectiveness and reading outcomes.

The variable **sex** showed a **significant relationship** with challenges in teaching remedial reading. This means that gender-related characteristics may influence how teachers handle instructional issues, regulate classroom behavior, access resources, and interact with learners who struggle with reading. Some research indicates that female teachers are more likely to employ caring and communicative teaching techniques, which may make them more receptive to the emotional and social needs of struggling readers. Male teachers, on the other hand, may employ different classroom management tactics or motivational approaches, which can influence how remedial instruction is delivered. Understanding that this relationship may arise from societal norms, expectations, and professional experiences that differ between male and female teachers is vital. For instance, studies have found that female teachers are frequently expected to be more loving and emotionally sympathetic, which may be both a strength and a burden in remedial settings where learners may require additional emotional and intellectual help. In contrast, male teachers may face various demands, such as maintaining discipline and authority, which can influence how they approach challenging readers or seek assistance from peers and authorities.

Gaviola et al. (2024) evaluated gender differences in teaching reading among public elementary teachers in Northern Mindanao. The study found that entrenched societal norms and impacts frequently portray female teachers as more nurturing and better suited to language education. Still, male teachers may face biases that challenge their ability in this area. These impressions may influence the distribution of teaching responsibilities and the assistance provided to teachers, thereby affecting the quality of remedial reading instruction.

Furthermore, Abdullah et al. (2024) conducted a study in Malaysia to investigate teachers' opinions on gender inequalities in English language literacy. The findings revealed that teachers frequently believe girls outperform boys in reading and writing tasks, which might lead to differing expectations and support techniques. Such beliefs may influence how teachers approach remedial reading, potentially leading to gender-biased teaching strategies that fail to meet the needs of all children.

The variable **position** showed a **significant relationship** with challenges in teaching remedial reading. This means that the level of responsibility, area of expertise, and daily teaching focus associated with a particular role might influence how teachers perceive and respond to difficulties such as insufficient instructional time, restricted resources, varied learners' reading levels, and administrative expectations. This implies that full-time reading or literacy teachers may be more knowledgeable with differentiated instruction and reading interventions, making them better prepared to help struggling readers. In contrast, subject area teachers who are not properly educated in reading instruction may find remedial reading more difficult, especially if it is not their primary teaching focus. Homeroom teachers, who often teach multiple courses, may feel overwhelmed by the added burden of remedial reading, especially when dealing with varied learning needs within the same classroom.

As observed, the considerable relationship between the teaching position and the difficulty of teaching remedial reading highlights how institutional responsibilities within a school may either hinder or facilitate the success of reading interventions. Teachers in higher-level or specialized positions, such as reading coordinators, master teachers, or learning support specialists, may have better access to specific training, institutional support, and decision-making responsibility. As a result, they may have fewer problems while developing, implementing, and evaluating remedial reading strategies. Teachers in generalist or lower-ranking roles (for example, new hires or subject teachers without reading levels) may lack the authority and resources to change their teaching strategies or curriculum to support struggling readers.

According to Alcayde and Basilan (2023), teachers in various positions encounter difficulties when teaching learners with reading difficulties, including emotional and motivational concerns, a lack of resources, skills, and knowledge gaps, as well as

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problems with learners' involvement. The study emphasized the importance of specialized resources, professional development, and tailored teaching practices in fostering a supportive and successful learning environment that meets the needs of learners with reading disabilities.

Hagid and Apostol (2024) conducted further studies in a Northern Luzon school district and discovered that elementary teachers employed reading teaching strategies to some extent, despite their teaching positions. Challenges observed included limited support and teaching time, learners' lack of interest, inadequate family guidance, and a scarcity of additional reading materials at home. These data indicate that, while teaching positions can influence access to resources and training, systemic concerns affect teachers at all levels.

The variable **teaching experience** showed a **significant relationship** with challenges in teaching remedial reading. This means that teaching experience increases confidence and enhances one's skill set when dealing with literacy challenges. Most experienced teachers have likely received various types of training, encountered a diverse range of learner profiles, and developed an intuition for addressing behavioral and educational challenges. This implies that acquired knowledge enables them to address the needs of remedial readers more effectively. Furthermore, professional teachers are more familiar with institutional support systems and resources, allowing them to utilize these tools more effectively to support their learners. The partnership emphasizes the value of mentorship and ongoing professional development. Because less experienced teachers may have more difficulty offering remedial training, combining them with veteran teachers could be a smart option. Schools and districts should also provide ongoing training in evidence-based reading interventions, particularly for new teachers, to close the skill gap and alleviate the strain on less experienced teachers.

It is perceived that the considerable association between teaching experience and the difficulty of teaching remedial reading demonstrates how real classroom experience develops a teacher's confidence and skill in literacy education. Teachers with more years of experience often have a better understanding of the stages of reading development, the common challenges learners face, and how to intervene successfully with evidence-based interventions. Their familiarity with the curriculum, school policies, and assessment systems enables them to be more proactive in resolving reading challenges. They are more likely to adjust instruction depending on learner needs, evaluate progress using formative assessments, and collaborate with parents and teachers, which are important components of compelling remedial reading.

According to Makalintal and Pefianco (2022), experienced teachers are more effective when evaluating, recognizing learners' reading deficiencies, and providing developed instruction. They are also better at creating a supportive classroom environment where struggling readers feel free to make errors and grow. In contrast, beginning teachers may feel unprepared for the intricacies of remedial teaching due to limited training in differentiated instruction and insufficient classroom experience. The study suggests that early-career teachers receive more focused mentorship and ongoing instructional coaching to overcome the experiential gap.

A further study by De la Cruz and Santiago (2021) found that the longer a teacher has been in service, the more confident they become in applying structured literacy approaches, particularly those centered on phonics, fluency, and vocabulary growth, which are essential for remedial reading. Teachers with less experience, however eager, may not yet have the same repertoire of interventions or the confidence to deviate from strict lesson plans when children require alternative strategies. This lack of flexibility might make it difficult to adequately serve remedial readers, who often require regular and specific adaptations to instruction.

The variable **highest educational attainment** showed a **significant relationship** with challenges in teaching remedial reading. This means that teachers with better academic qualifications may have more sophisticated pedagogical understanding, research-based practices, and experience with diagnostic and intervention procedures used in remedial reading. Those with master's or doctoral degrees, for example, are more likely to have received additional training in specialized literacy areas, making them better suited to manage learners' concerns such as poor decoding skills, limited vocabulary retention, and reading fluency issues.

This indicates that teachers with only bachelor's degrees may struggle to adapt to these learning barriers due to a lack of exposure to advanced teaching methods and fewer options for specialization. This implies the importance of ongoing professional development and higher education for teachers, particularly those responsible for assisting struggling readers. As observed in classrooms, teachers with greater performance levels are more adaptable, reflective, and confident in using differentiated instruction and literacy frameworks. This enables them to build more inclusive and prosperous educational environments. It also emphasizes the importance of institutional support for postgraduate study and literacy training.

As observed in the close link between educational attainment and teaching challenges, educational policymakers and leaders should invest in teacher development programs. Schools should hire qualified teachers, promote lifelong learning, and provide access to graduate-level education. Ultimately, the goal is to ensure that all teachers, regardless of their current academic

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standing, are equipped with the necessary resources, confidence, and expertise to meet the needs of all learners, particularly those who struggle the most with reading. Furthermore, this suggests that a teacher's academic background may either enhance or limit their teaching effectiveness in remedial settings. In real-world contexts, highly educated teachers often exhibit greater confidence and initiative in developing reading interventions, utilizing data-driven evaluations, and tailoring instruction to individual learner profiles. On the other hand, may struggle with instructional differentiation, managing mixed-ability group classrooms, and integrating phonics or comprehension-based strategies.

According to Liu (2021), higher education teachers may gain a deeper understanding of reading acquisition, assessment, and intervention procedures. Master's and doctoral-level curricula often include advanced reading pedagogy studies, enabling teachers to assess reading issues better, select suitable solutions, and personalize instruction to meet the specific needs of individual learners. This deeper understanding may lead to a more successful repair. A teacher with a master's degree in special education, for example, may be better equipped to differentiate instruction for learners who have difficulty or other learning issues that commonly affect reading skills. However, more educational achievement does not always translate into better remedial reading instruction. Practical experience, specific training in reading interventions, and access to high-quality materials are just as necessary, if not more so. A teacher with a bachelor's degree and substantial expertise in remedial reading may be more effective than one with a master's degree but little experience.

Furthermore, classroom management skills, collaboration with parents and specialists, and access to suitable materials and evaluation tools all significantly impact a teacher's success, independent of educational background. The peculiar difficulties in teaching remedial reading are also significant (St George, 2023). These challenges include identifying the underlying causes of reading difficulties, such as phonological awareness deficiencies, fluency challenges, or comprehension problems; adapting instruction to accommodate diverse learning styles and needs; managing classroom behavior; and collaborating effectively with parents and experts. Although a teacher's education may provide them with the academic understanding necessary to comprehend these difficulties, effective rehabilitation requires flexibility and practical skills.

The variable **Trainings/Seminars Attended for Teaching Remedial Reading** showed a **significant relationship** with challenges in teaching remedial reading. This means that professional development is essential to how well teachers manage challenges in remedial instruction. This implies that the frequency, relevance, and quality of training or seminars teachers attend directly impact their ability to handle learners who struggle with reading. Teachers with specialized training are often better equipped with current techniques, diagnostic tools, and instructional strategies for addressing various reading demands. The teachers do not receive sufficient training, and they may struggle with difficulties such as identifying reading gaps, implementing interventions, or utilizing adaptive materials designed for learners below grade level. This implies that school divisions and educational policymakers must prioritize and implement ongoing, focused professional development programs. These trainings help teachers bridge the knowledge gap while also increasing their confidence and expertise in addressing remedial reading challenges.

As observed, teachers who attend capacity-building workshops regularly report fewer difficulties and feel more supported while teaching struggling readers. In contrast, teachers with little exposure to remedial reading workshops frequently complain about a lack of instructional tools, limited learners' involvement, and difficulty tracking progress. A complex and intense relationship exists between teachers' remedial reading training and their instructional challenges. Recent studies, particularly in the Philippines, have shown that many subject area teachers, who teach various fields such as English, Science, and Mathematics, frequently lack formal training in reading instruction. This weakness limits their ability to assist struggling readers effectively.

Rosano (2023) study found that teachers regularly face challenges, including engaging learners who have negative feelings about reading, limited access to adequate materials, and effectively using reading assessments. A lack of understanding of key reading components, including phonemic awareness, fluency, and comprehension strategies, further complicates these challenges.

Furthermore, the structure of teacher education programs often exacerbates these challenges. Solari et al. (2023) stated that preservice teachers are typically exposed to evidence-based approaches throughout courses but seldom see these strategies in real classroom situations. This gap might cause misunderstanding and uneven use of adequate reading skills. Additionally, the short duration and flexibility of teacher preparation programs limit the depth of training in literacy instruction, leaving teachers unprepared to meet the diverse needs of learners seeking remedial reading support.

Addressing these difficulties requires significant professional development. Teachers desire more intense and systematic remedial reading training programs that emphasize phonics, vocabulary instruction, and comprehension skills (Rosano, 2023). The Philippine Department of Education has addressed this issue by offering professional development programs through the National Teachers Academy of the Philippines with the goal of accrediting training that enhances literacy instruction (Department of Education, 2024).

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The variable **Attitude towards Teaching Remedial Reading** showed a **significant relationship** with teaching challenges. This means that teachers with a positive attitude toward remedial reading are more likely to use effective interventions, persevere in overcoming learners' obstacles, and invest in developing their teaching practices. This implies that when teachers view remedial reading as an important and pleasurable undertaking rather than a burden, they are better equipped to engage learners, adapt to their diverse learning needs, and establish a supportive learning environment.

As observed, the attitude is more than just a personal feature; it is an essential professional aspect that influences teaching techniques, resilience, and response to learners' reading challenges. The teachers' favorable attitudes toward remedial reading can serve as a lever for better instruction, particularly in resource-limited situations. School administrators and teachers should use mentorship, recognition, and inclusive support networks to encourage these attitudes. Providing emotional and motivational support to teachers is just as important as providing them with instructional materials. Schools should understand the emotional effort in remedial teaching and engage in activities that reinforce positive teaching ideals, such as peer mentoring and motivational seminars.

Teachers who are unmotivated or do not perceive the value in remedial efforts are less likely to differentiate education, use creative approaches, or persevere in the face of setbacks. Several studies have found that teacher attitudes significantly impact learner outcomes; teachers who approach remedial reading with passion and conviction in learners' potential are more effective at boosting literacy levels (Clark & Teravainen-Goff, 2020).

Attitudes also influence teachers' motivation to pursue professional development or work with colleagues to improve instructional delivery. According to this, even in situations with limited resources or administrative limitations, a teacher with a constructive and solution-focused perspective is more likely to adapt and find methods to help learners. Teachers who believe strongly in the effectiveness of remedial reading are more likely to be innovative, resilient, and responsive to learners' needs (Gomez & DiGiacomo, 2021).

Therefore, a negative attitude or low self-efficacy toward remedial reading may lead to increased stress, burnout, and ineffective teaching approaches. Warren and Young (2020) found that teachers who lacked confidence or interest in remedial instruction were more likely to use outdated strategies or refuse designed treatments. Their learners, in turn, typically made less progress. As a result, attitudes influence educational decisions, learner engagement, and achievement.

On the contrary, the variable of **sex** showed **no significant relationship** with the issues in teaching remedial reading based on the **administrative support**. This means that male and female teachers often receive the same level of administrative support, regardless of sex. A school administrator's support systems and institutional resources are impacted by professional needs, duties, or institutional interests rather than the teacher's sex. This implies that schools may aim for fairness and neutrality when allocating resources such as teaching materials, instructional coaching, or participation in remedial reading programs. This finding suggests that administrative support structures, such as the provision of professional development, supervision, or feedback, are consistently applied across teaching personnel. A potential strength in educational leadership techniques is that decisions are made based on merit, needs, or workload rather than demographic variables such as sex.

As observed, the absence of disparities in administrative assistance between male and female teachers is a good sign of progress toward professional equality in teaching. However, school leaders must continue to ensure that support is tailored and sensitive to the unique challenges that teachers confront, particularly when working with learners who have various reading disabilities. Administrators may shift their focus away from demographic identifiers and toward Modified support systems based on teacher expertise and classroom realities.

Malpique et al. (2024) studied Australian primary school teachers and found that, although female teachers dominated the sample, the support mechanisms and obstacles identified were consistent across genders. This supports the idea that the teacher's gender does not considerably influence administrative support in remedial reading environments.

Additionally, Rosano et al. (2025) found that teachers across various topics, regardless of gender, faced similar obstacles in remedial reading instruction. These difficulties included engaging children with unfavorable attitudes toward reading, limited access to resources, and insufficient educational competence. The teachers unanimously stressed the importance of administrative support, such as access to reading materials and reduced workloads, emphasizing that these requirements were not gender specific.

CONCLUSION

The following conclusions are hereby drawn from the study:

The effective and innovative strategies, approaches, and styles of teaching reading with a focus on understanding and thinking help learners not just read but also learn and grow. Using fun and useful methods like group activities, games, peer teaching, and reading materials makes reading enjoyable and encourages learners to participate and do better.

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On the other hand, building strong teacher-learner relationships and providing the right materials play a big role in helping learners develop better reading habits and achieve greater success in literacy. This shows that when teachers make sure all learners have equal access to learning resources and take time to build good relationships with them, learners become more motivated and confident.

Recommendations

Based on the results of the study, the following are recommended:

1. Teachers are encouraged to pursue further studies through graduate degrees, which could enhance the quality of their remedial reading instruction.
2. Teachers should give regular reading practice to learners who struggle, using different teaching methods, and provide materials that build basic skills, strengthen phonics lessons, and give more focused activities to help learners recognize letters, identify sounds, read words, and pronounce them correctly.
3. School Heads should minimize giving administrative tasks to teachers to focus on conducting remedial reading instruction, based on the reading results. With this, teachers are also encouraged to implement reading interventions to enhance their learners' reading abilities.
4. School heads should promote attendance at training and seminars on remedial reading for teachers, emphasizing innovative methods, enhanced phonics and vocabulary instruction, and the importance of fostering positive relationships with learners to enhance the effectiveness of remedial reading.
5. School officials should provide teachers with training, seminars, and resources to help them handle the challenges of teaching remedial reading and encourage teachers to continue their studies, assign tasks based on their experience, and provide strong support.

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