

The Effectiveness of the Reading Remediation Programs of the Different Schools in the District of Buenavista I as Perceived by the Teachers

By

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Abstract

The purpose of the study was to find out the Effectiveness of the Reading Remediation Programs of the different Elementary School in the District of Buenavista I as perceived by the teacher.

Specifically the study sought to answer the following questions:

1. What is the remediation program of the different schools in the District of Buenavista I?
2. What is the effect of reading remediation in the performance of different pupils in the District of Buenavista I as perceived by the teachers?
3. Does reading remediation program change pupils perceptions towards reading?
4. What is the effect of reading remediation to pupils in the different schools of District I?

This study was focused on the study of the Effectiveness of the Reading Remediation Programs of the different Elementary School in the District of Buenavista I. The study made use of descriptive design. The respondents of the study were the teachers of the 67 schools in the District of Buenavista I. The questionnaires were distributed to the respondents and were collected after they have finished answering it. The statistical tools used in the study were frequency count and percentages.

The findings were as follows:

1. Every school in the District of Buenavista 1 have Reading Remediation Program. The most widely used program by the different schools in Buenavista 1 is the 1 (one) o'clock habit. This program was sponsored by the Department of Education.
2. Results revealed that the teachers of District of Buenavista I agreed that the Reading Remediation was an effective tool for pupils to learn and they have observed changes in the reading performances of the pupils who have undergone reading remediation. Their performances in the class have improved and they can easily identify words and read books.
3. Results revealed that they have used different methods in measuring reading performance of the pupils like the Philippine Informal Reading Inventory (Phil. IRI). There were 25 or 43.86% who are using this method.

In view of the findings of the study, the researchers drew the following conclusions.

1. That the faculty members in the District of Buenavista I practiced reading remediation programs, with 1 (one) o'clock habit as the most widely used program. All these reading programs were sponsored by several agencies especially the Department of Education (Dep. Ed).
2. That through Reading Remediation Program teacher were able to observe different changes in their pupils in terms of improvement in their reading comprehension, spelling and pronunciation performances in the class and they have learned to love reading books.
3. That non-reader became readers.
4. That in order to measure the effectiveness of the schools' reading remediation program, teachers should use the Philippine Informal Reading Inventory (Phil IRI) method.

It is therefore, recommended that pupils who have undergone reading remediation program should be followed-up regarding their performance which will be done when they moved up to the next grade level; that DepEd and the school administrators should strengthen their support to the pupils who have undergone reading remediation program; and it is further recommended that the parents of the pupils who have undergone reading remediation should give their all out support to their children to be inspired and strived to reach their goals in life.