REMEDIAL READING IN LOCKDOWN: READINESS OF PARENTS AND TEACHERS

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Abstract

Parents and teachers play a crucial role in distance learning during the pandemic lockdown particularly in developing reading skills of pupils. This study intends to determine the readiness, difficulty and coping skills of elementary teachers and parents in conducting distance remedial reading during the lockdown and compare the variables according to age, highest educational attainment and position(teachers). 126 elementary teachers and 357 parents responded from the six schools in La Trinidad District during the school year 2020-2021. Split-half method, Spearman-Brown Formula and Mann-Whitney U was used to analyze the data. F-test through the analysis of variance (ANOVA) with post hoc test using Bonferroni's test was used to verify rejected null hypotheses. The study reveals that teachers are more prepared than parents in conducting distance remedial reading. Educational attainment affects parents' readiness in conducting remedial reading along skills and knowledge while age affects teachers' readiness along resources. There is no significant difference on the level of teachers' readiness according to teaching position. Educational attainment suggestively affects the level of difficulty of parents compared to teachers. There is no significant difference on the level of difficulty of teachers when compared according to their teaching position. Both groups often practice coping mechanism. The study concludes that both group's level of readiness and difficulty in conducting remedial reading is affected by age and educational attainment but they often practice coping mechanisms to be able to help the pupils achieve higher level of reading skills even in the midst of the pandemic lockdown.

Keywords: difficulty, coping mechanism, age, educational attainment

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Introduction and Rationale

The worldwide outbreak of Corona Virus Disease (COVID19) not only affected the health of many but it also created a ripple effect on the economy and other sectors that makes every country functional. One of the sectors that received the biggest challenge on the onset of the pandemic is the education. Educators and students around the world are feeling the extraordinary ripple effect of the   (COVID-19) as schools shut down amid the public health emergency.

According to United Nations Educational, Scientific and Cultural Organization (UNESCO, 2021) instead of 460 million children experiencing reading difficulties, that number jumped to 584 million. The rise of more than 20 percent, wiped out two decades of education gains, the agency said. According to new data from a joint survey conducted by UNESCO and the UN Children's Fund (UNICEF), only a quarter of students are benefiting from remedial education.   UNESCO (2021) also reveals that more than 100 million more children than expected, are falling behind the minimum proficiency level in reading, due to COVID- related school closures.

Furthermore, UNESCO (2021) reveals that even before the pandemic the number of children lacking basic reading skills was on a downward curve. The Philippine education system is not spared from the major disruptions and mayhem.

Luz (2020) reported that the Department of education foresaw three major disruptions before the school year 2020-2021 began. These three disruptions include the postponement of the school opening which has pushed back the start of classes by two months. Another disruption is the change from face-to-face learning to distance learning, whether online or blended learning. COCOPEA (2020) and McKinsey (2020) as cited by Luz (2020) predicted that there will be disruptions at home as families deal with the homeschooling part of distance learning. Home environments may not be conducive to learning for an estimated 6.5 million children. Many families will not be prepared to provide the necessary support for schooling at home and parents may also not be able to afford not working to watch young children at home doing homeschooling.

Given the scale of these disruptions, there is a substantial concern about "learning loss." According to Domingue (2021), learning loss refers to the difference between the abilities that a student would have developed in the context of standard educational practices and the student's actual abilities following the COVID-19 – related disruptions.

How is the Philippines Department of Education (DepEd) responding to these challenges? The Secretary of Education; Leonor M. Briones reported in Department of Education (DedEd, 2020) that it is preparing for this "new normal," through the following;

A framework called "Learning Continuity Plan (LCP)" has been created. It is an integrated output of the Department and is the result of inputs from different units and field offices of the department; advice from the Philippine Forum for Inclusive Quality Basic Education or Education Forum; counsel from the Chairs of the House and Senate Committees on Basic Education; an online survey of more than 700,000 respondents; and a survey of teachers' readiness for distance learning delivery. BE-LCP covers the essential requirements of education during the time of COVID-19. Distance learning will be a key modality of learning delivery in the incoming school year. This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction.

Never in Philippine history have we experienced this kind of a sudden shift in our educational system. Few years before the COVID 19 outbreak, the Philippines has long been struggling with the reading skills of Filipino learners. An example in an article in Inquirer by Juacian (2020) stated that more than 70,000 elementary students in Bicol cannot read in both English and Filipino citing the initial results of a 2019 study. This, however, was clarified in another Inquirer article by Salaverria & Adonis (2020) quoting Educational Secretary Leonor Briones that this was not a problem of illiteracy but a lack of reading comprehension. Another research by Tomas, Villaros, and Galman, (2021) where a total 4216 English

reading profiles of learners in the Schools Division of Aurora were assessed shows that 73.24% are in the frustration level in their reading development.

In an effort to strengthen the reading proficiency of every learner and help nurture a culture of reading, DepEd announced the "Hamon: Bawa't Bata Bumasa" (3Bs) initiative through the Department of Education memorandum no. 173, s. of 2019. The 3Bs initiative will help strengthen Every Child a Reader Program (ECARP) to help equip learners with reading skills to make them proficient and independent readers in their grade level. (Department of Education, 2019)

In response to the growing problem of reading, the Department of Education-Cordillera Administrative Region (DepEd-CAR) issued Regional Memorandum No. 013-2020 titled "Reiteration of the "No Read, No Pass Policy," mandating the retention of frustration level readers and non-readers starting this school year. The memorandum directed public elementary schools in the region to conduct the second Philippine Informal Reading Inventory (Phil-IRI) for the identification of non-readers and frustration level readers for purposes of intervention and to determine who should be retained. Several reading remediation programs have been implemented in Benguet schools such as the Philippine Informal Reading Intervention (Phil-IRI), Drop Everything and Read (DEAR), Every Child A Reader Program (ECARP), and Remedial Reading classes.

However, due to the enhanced community quarantine (ECQ) brought about by the outbreak of the COVID 19 in the country, the cancellation of classes happened halting the schools' reading programs addressing the prevailing problems in reading comprehension. DepEd Memorandum no. 042, s. 2020 encouraged teachers with available resources and access to the internet to explore the Online Alternative Learning Delivery Platforms identified by the DepEd Information and Communication and Technology Service (ICTS) that may be used for delivering distance learning during periods of class suspensions and similar circumstances.

Indeed, reading remediation programs have a great impact on the learning of children. In fact, the administration of Pangasinan National High School included remedial

reading as an intervention to problems brought about by class interruptions stating that this serves as the school's remedial program in improving the reading ability and comprehension level of the students. The remedial reading sessions are seen to enhance the reading abilities of students in understanding literary text for a better learning experience (Cruz, 2018).

There is no doubt that reading remedial has been an effective program to address the issue of poor reading skills. However, due to the sudden passing of responsibilities from teachers to parents and the shift of the learning environment from schools to homes, it will really be a challenge to measure the effectiveness of reading remedial.

In view of all these issues, the people at the grassroots such as the teachers and parents who face the new normal of education matter the most because they are directly responsible for the children's learning. We know that the Department of Education is now maximizing the implementation of all its programs, manpower, and resources to address the issue of reading development among learners. However, we missed out on some points, such as the in-depth evaluation of the readiness of the grassroots specifically the teachers and parents in the area of skills and knowledge, and resources. Hence, this study aimed to determine the readiness of elementary school teachers and parents in conducting distance remedial reading to improve the reading comprehension of children in times of unexpected calamities.

There is a wide disproportion of research that tackles parents' and teachers' preparation for distance learning. This may be due to the sudden shift in our learning modalities that caught us empty-handed. Though there are researches that tackle issues on teachers readiness in teaching reading (Estrella, 2022b), review of the literatures on remedial reading teachers (Bautista & Gatcho, 2019), and role of parents in teaching reading (Mudzielwana, 2014 & Bano et al., 2018) it is still difficult for us to compare these researches with the impact of the preparation of the teachers and parents at this time of the New Normal.

With the pandemic putting a halt to reading remediation programs, this study hopes to fill in the gap in implementing distance remedial reading programs in La Trinidad District. Specifically, it would like to delve into preparation and difficulty along skills and knowledge, resources and coping mechanism of teachers and parents in delivering distance remedial reading programs.

Literature Review

Dr. Seuss, a popular children's author once said "The more you read, the more things you will know. The more you learn, the more places you will go." This quote tells us how important reading is to young children as a foundational skill for further learning until they reach adulthood.

Reading, as Ewing (2016) claims, is touted as one of the most important academic language skills as it serves as a means for independent learning. (Therrien, 2004) also agrees that the future success of children lies in the ability to read fluently and understand what is to be read. Hausheer, Hansen, and Doumas (2006) further stressed that providing remedial reading programs is imperative to improve both reading fluency and reading comprehension, particularly for elementary school learners because fluency and comprehension are particularly important at this stage of development and early intervention can impact the progression of reading difficulties. Hill (2011) also stressed that it's this importance of reading that compels parents to ensure that literacy begins at home, to ensure that they teach their children even before they send them to school.

In order to achieve literacy, Learning Point Associates (LPA,2004) looked closer into the five critical areas; Phonemic awareness, Phonics, Fluency, Vocabulary, and Comprehension and further concluded that teaching children to read is a challenging responsibility. Fulfilling this responsibility requires knowledge of effective instructional practices and a willingness to use them. Teachers who have a thorough understanding of the five essential components of effective reading instruction are equipped to teach children to read using instructional strategies and materials that have proven to be effective.

However, research by Therien (2004) indicates at least one out of five students has significant difficulty in reading acquisition. While according to McCardle, Scarborough and Catts (2001), most schools do not detect fluency or comprehension difficulties until the second or third grade because the reading skills focused on until the fourth grade are phonemic, and not based on fluency and comprehension.

Bautista & Gatcho (2019) cited studies such as Alayon, (2014); Habagat and Rizon, (2012); Lalunio, (1994); Miguel,(2007); Montalban, (2010), and Umali, (2016) which all reveal and describe the problem of Filipino students in reading. In fact, these studies reveal that the reading problems of Filipino students seemed to be perennial. Due to such problems, reading and literacy instruction have always been the top priority in all Philippine curricula.

To answer the call of improving the reading comprehension of the Filipino people, DepEd came up with several programs to respond to this such as Every Child A Reader Program (ECARP) through the DepEd Order: No. 70, s. 2011. ECARP which is a national program that addresses the thrust of DepEd to make every Filipino child a reader at his/her own level. It is designed to equip elementary pupils with strategic reading and writing skills to make them independent young readers and writers. It also provides year-long training for teachers to make them multi-literate and independent problem solvers. (DepEd, DO 70, S. 2011)

DepEd also declares the month of November of every year as National Reading Month. To celebrate this, schools and learning centers are enjoined to hold the following activities; Read-A-Thon which is an activity that seeks to foster a reading culture among pupils. It aims to determine the most outstanding individual and team readers among elementary pupils in public schools; Drop Everything and Read (DEAR) is a fifteen to twenty (15-20) minute daily activity devoted to reading books or any materials available in the school; Big Brother/ Big Sister / Kaklase Ko, Sagot Ko / Shared Reading where in this activity, older students or independent readers mentor pupils who are at the frustration reading level or non-reading level; Pull-Out Remedial Class / Reading Assistance Program/

Remediation Classes / Intensified Remedial Reading is an avenue where lessons are given to children in the frustration reading level by teachers or class advisers; Five Words A Week (FWAW)/A Paragraph A Day (APAD)/Library Hour A Week is an activity where the pupils are encouraged to learn and master one word a day, five days a week, and to read aloud one or two paragraphs a day before classes starts to develop oral communication; and Reading Camp. which aims to highlight the pupils' talents in communication arts through competitions. (DepEd, Memorandum No. 244, s. 2011)

The Phil-IRI on the other hand is used as a classroom-based assessment tool aims to measure and describe the learners' reading performance in both English and Filipino languages in oral reading, silent reading and listening comprehension. These three types of assessment aim to determine the learner's independent, instructional and frustration levels **(**DepEd DO No. 14, s. 2018)**.**

According to Umali (2016) as cited by Bautista and Gatcho (2019), reading instruction in the Philippines can be distinguished into two facets: (1) the regular reading class which is embedded in the standard curriculum, and (2) the remedial reading class which is a separate subject given to those students who need help in correcting and improving their reading difficulties. The remedial reading class in the Philippines is a pull-out type since it is not integrated into the regular reading class of students.

Focusing on remedial reading, Therrien (2004) defined it as a supplemental reading program that consists of rereading unfamiliar text until a satisfactory level of fluency is reached. Remedial reading is a strategy that implements assisted reading, reading while listening, and paired reading and is an evidence-based strategy designed to increase reading fluency and comprehension.

Cruz, (2018) argued that one of the approaches that is seen to enhance the reading abilities of students in understanding literary text for a better learning experience is remedial reading sessions. While Bautista and Gatcho (2019) explained that the practice of remedial reading has been in the limelight for a long time in the Philippine education sector. In fact, the study of Genero (1976) as cited by Bautista and Gatcho (2019) presents how elementary

schools and high schools in the country devised their own remedial reading programs to assist struggling readers. He explains that the principals of the schools encourage their teachers to assess their students reading levels so that they can provide the proper interventions for them.

Although, remediation for struggling readers has been practiced in the Philippines for decades, its optimization has reached its prime only through the Department Order 45, series of 2002– Reading Literacy Program in the Elementary (DepEd DO 45 S., 2002).

Amidst the various reading programs by the Department of Education, it seems that there is still a wide gap in the reading development of Filipino learners. A study by Tomas et al., (2021) identified perceived causes of poor reading skills. One of these issues is the no culture of reading among Filipino learners which includes the following; No opportunity for independent reading, lack of reading materials, failure to give learners sufficient guidance for reading, absence of parents, teachers and learners reading partnership, lack of teacher's commitment & confidence to teach reading, improper implementation of reading program, and no monitoring of learner's progress during intervention.

Although distance learning has been suggested to ensure the continuity of learning, technology has become the biggest challenge for not just learners and teachers but also for parents. HundrED.Org, a non-profitable organization seeking to improve education across the world has identified 10 significant problems faced by learners, educators, and parents during Covid-19. It was identified that a surplus of resources is disclosed but without detailed directives on how to employ and exploit them followed by issues like teachers struggling to go digital without much support and training. (Loganathan & Hashim, 2020)

According to Joshi et al., (2009), a growing body of research indicates that there is a direct relationship between teachers' knowledge and skills about effective literacy instruction and student outcomes. In corroboration to this study, Wessels (2014) also identified growing bodies of researches such as Darling-Hammond, (2000); McCombes-Tolis and Feinn, (2008); Piasta, Conner, Fishman and Morrison, (2009) indicating that there is a direct relationship between teachers' knowledge and skills about effective literacy instruction and

student outcomes. Wessels (2014) further opines that effective reading remediation involves teachers modeling for students the abilities they struggle with and guiding students as they practice these skills. Interventions should then focus on teaching students how to use strategies to improve comprehension of texts read. Furthermore, Joshi et al (2009) found out that accumulated researches indicate that both pre-service and in-service teachers lack adequate knowledge needed for effective instruction for struggling readers.

Mohammed and Amponsah (2018) found out the following factors contributing to the low reading abilities of the pupils: their lack of confidence to practice how to read in class, poor motivation from teachers and parents to help develop the interest of the pupils in reading, lack of pre-reader books in school and at home, lack of library, teachers inadequate knowledge on phonemic awareness strategy of teaching reading, lack of reading clubs and lack of reading competition among the pupils in the school. Mohammed and Amponsah (2018) further cited some researches who found out different factors that contributes to low reading abilities of children such as experience of limited reading books (Lyon, 2000), inadequate period of teaching and lack of adequate and useful resources in schools (Adebayo ,2008), and school heads not availing the necessary course books for practice reading, lack of appropriate curriculum to help improve pupils reading abilities and classroom environments that are crowded and noisy for an appropriate teaching pedagogy to be fulfilled (Lucas, 2011 and Rany ,2013).

To sum up the above researches, there are two things important things that schools should take into account; knowledge and skills, and resources of teachers in reading remedial. However, Mohammed & Amponsah, (2018) enumerated challenging studies such as Adebayo (2008), and Lindner (2008) pointing out that many teachers have under-developed understanding of teaching literacy and also have negative attitude towards teaching pupils reading strategies; Botha et al. (2008) claiming that the employment of unqualified language teachers has had a negative impact on the quality of teaching and learning of how to read. Moreover, Mohammed & Amponsah, (2018) cited the predicament of Njie (2013), Lucas (2011) and Harrington (2001) that most pupils have poor literacy skills

as a result of teachers' incompetency and the poor teaching methodology they use to teach reading in class. Thus, the most significant factor in student's learning is the quality of the teacher.

There is a disparity on the adequacy of researches that pertains to variables that shape teacher qualities. However, there are some studies that pertains to the correlation of a teacher's quality to age, educational attainment and teaching position such as; Saleh Mahdi and Sa'ad Al-Dera, (2013) investigated the impact of teachers' age, gender and experience on the use of information and communication technology in EFL teaching.; Rahida Aini, Rozita, and Zakaria, (2018) enumerated studies such as Zafer and Aslihan (2012) and Aloka and Bojuwoye (2013), Nyagah and Gathumbi (2017), Kartini, Badariah, and Ahamad (2010), Fatma and Tugay (2015) ,and Putman (2012) revealing that age and teaching experiences has a certain impact on teacher effectiveness; and Bartz, Thompson, and Rice (2017) stressing the importance of looking into millennial teachers as this group of teachers is ready to take over the position of most of the generation X teachers who are already retiring and are about to retire.

Does this mean that the teacher is the only significant factor in student's learning? Sahiruddin and Herminingrum (2021) argued that the reading literacy level of school students or young generation is affected by the environment where they live. In particular, family and school environments are the two key factors playing an essential role in the development of reading literacy.

This view corroborates with the observation of Tomelden, (2012) that poor reading performances of the Filipino pupils were the effect of the following reasons and situations: family backgrounds and life styles. Some pupils' family members particularly their parents lack the skill in reading. This means that they cannot guide their children in reading at home because they themselves cannot read; Parents are busy in their daily work that they cannot do follow up to their children at home, they even fail to check their children's daily performance and achievement in school. Pupils from big families are perceived to be on the high-risk level in experiencing difficulty in reading. Their economic status deprived them to

go school regularly because of some reasons like helping their parents earn a living, taking care of their younger siblings, has to work for extra income and others; and learners commit absences which serve as a big factor that could affect their reading performances.

In addition, Wessels, (2014) observed that families lack confidence in their own parent–child book interactions due to lack of experience in shared reading, limited English literacy skills, or lack of English language proficiency resulting in few to no English literacy practices in the home. In support, Green et al, (2007) and Suresh (2011) as cited by Mottan & Shanmugam (2018), discovered that parent's education background influences their knowledge and skills to help their children.

Each generation of parents has their own experience, expertise, and expectations. It is thought that their similarities in terms of working values, attitudes, choices, expectations, perceptions, and behaviors consist of the same or similar historic, economic, and social experiences. According to Walton Family Foundation (2015), by 2016, around half of all Millennial women were moms, and each year more than one million more become mothers. As the oldest edge of the Millennial generation – those born between 1981 and 1996 – enter their mid-thirties, many Millennials now have children who are public school students, and some even have children who are high-school aged. Walton Family Foundation (2015), found out in their interviews with the respondents that somehow millennial parenting is distinct from how parents in the past raised their children, and most agreed that parenting today has changed. The views on education and parenting have changed much. Parents became more and more involved in their children's lives, from morning until bedtime than ever before. This includes their children's education.

In corroboration, Mottan & Shanmugam (2018), found out that majority of the parents in their study have little education but they tried to help their children though some of these parents have low confidence in helping their children in academics because of their handicap in language and that there is no significant relation between parents' level of education and children's academic excellence as agreed upon by the study of Hornby (2000)

as cited by Mottan & Shanmugam (2018), stressing that the ability to support children does not need high level of education.

With the changes that the COVID- 19 pandemic has brought to the world, a convergence of school and family life now exists. This is a unique opportunity for the community, school administrators, teachers and parents to work closely together to provide the best education for the students.

This research will shed light on ways how the community or the external linkages can work out partnership to improve literacy among children. On the other hand, this study will also enable school administrators to examine the preparations, difficulties and coping mechanism of the teachers in enabling reading remedials as a home-school partnership as well as to understand how parents manage to cope in helping their children's literacy in this new normal.

As this pandemic has also affected the reading remediation program of the schools, the findings will be an additional basis for reading programs and curriculum decision making.

Moreover, the researcher does not intend to abolish the existing reading programs of the Department of Education but rather through this study, the administrators, teacher and parents will be able to discover how to strengthen and make the existing reading remedial programs and curriculums more effective in its implementation in this time of crisis through home-school partnership. Specifically, the researcher intends to examine the level of readiness, difficulties and practice of coping mechanism of teacher and parents in conducting reading remedial.

Research Questions

This study aimed to determine the readiness of parents and elementary school teachers in conducting distance remedial reading to improve the reading comprehension of children in times of unexpected calamities. Specifically, this academic pursuit aimed to determine answer to the following problems:

1.   What is the level of readiness of parents and teachers along the skills and knowledge, and resources in conducting distance remedial reading?

2.   Is there a significant difference in the level of readiness of parents and teachers along skills and knowledge, and resources in conducting distance remedial reading when compared according to;

a)   Age

b)   Highest educational attainment

c)   Teaching Position

H_O: There is no significant difference in the level of readiness of parents and teachers along skills and knowledge, and resources in conducting distance remedial reading when compared according to age, highest educational attainment and teaching position.

3.   What is the level of difficulty of parents and teachers in conducting distance remedial reading?

4. Is there a significant difference in the level of difficulty of parents and teachers along skills and knowledge, and resources in conducting distance remedial reading when compared according to;

a)   Age

b)   Highest educational attainment

c)   Position?

H_O: There is no significant difference in the level of difficulty of parents and teachers along skills and knowledge, and resources in conducting distance remedial reading when compared according to age, highest educational attainment and teaching position.

5. What is the level of practice of parents and teachers in the coping strategies to address the difficulties encountered in conducting remedial reading?

6. Is there a significant difference in the level of practice between parents and teachers in the coping strategies to address the difficulties encountered in conducting remedial reading?

Ho: There is no significant difference on the level of practice between parents and teachers in the coping strategies to address the difficulties encountered in distance remedial reading

Scope and Limitation

This study covers the readiness and difficulties of Elementary school teachers and parents in conducting distance reading remedial during the enhance community quarantine. It aims to determine the level of readiness, difficulty and practices of coping mechanism of teacher and parents along the area of skills and knowledge and resources which will be determined through descriptive statistics such as weighted mean and ranks. It also aims to determine the significant difference on the level of readiness, difficulty and practice of teachers and parents in conducting distance remedial reading when compared according to their profile such as age, highest educational attainment and teaching position which is determined using Inferential statistics specifically the F-test/One-way ANOVA with post hoc test using Bonferroni's test. The respondents were 126 elementary school teachers and 357 parents from the six identified school in La Trinidad District namely La Trinidad Central School, Buyagan Elementary School, Puguis Elementary School, Alno Kadoori Elementary School, Tacdian Elementary School and Wangal Elementary School. This research was conducted during the school year 2020-2021.

The researcher observed that there are no adequate studies that touches distance remedial reading in times of worldwide crisis, the result may not generally speak for all teachers and parent per se. However, this study would be beneficial for school administrators in planning for teacher's and parent's training for distance reading remedial.

Research Methodology

Research Design

This study made use of descriptive - comparative research design as it attempts to describe the level of readiness, difficulty, and coping strategies of teachers and parents in conducting remedial reading along the moderating variables. Survey and interview method were used to gather data.

Population and/or or Sampling

The study was conducted in six selected elementary schools in La Trinidad with a total of 186 elementary school teachers and 4, 873 parents from selected schools. Mayani's Formula was used to determine the sample size from the given population using the 0.05 as margin error; which is 126 elementary school teachers and 357 parents.

Data Collection

The researcher's data gathering instrument is a self-constructed questionnaire. The questionnaire is divided into three sections. Part 1 contains the personal profile of the respondents namely; age, teaching position and highest educational attainment. Part II consist of twenty items to assess the readiness of teachers and parents in conducting distance reading remediation in the area of skills and knowledge, and resources using a four-point Likert scale: Definitely prepared, mostly prepared, somewhat prepared and not at all prepared. Part III consists of twenty items to evaluate the difficulties of teachers and parents in conducting the distance remedial reading remediation using a four-point Likert scale: Very Difficult, Difficult, Neutral, Easy. Respondents will check any of the following scale which describes the level of their readiness and difficulties in the given indicators. To insure the reliability of the questionnaire, the questionnaires were tested to 30 teachers and parents in Tuding Elementary School, Itogon 1 District.

The data gathered from the respondents and the responses for each independent variable were tabulated and analyzed using the Split-half method. Split-half reliability is the statistical method is used to measure the consistency of the scores of a test. The method

involves splitting a test into halves and correlating examinees' scores on the two halves of the test. The resulting correlation is then adjusted for test length using the Spearman-Brown prophecy formula. In the item analysis, all the scores of the respondents in the odd numbered items were added to obtain the sum of X and all the scores of the even numbered items were also added to obtain the sum of Y. The obtained correlation is 0.95 interpreted as very significant correlation.

Data Analysis

To analyze the data, Mean and Four-point Likert's scale rating system was used to determine the level of readiness, level of difficulties, and level of practice of coping strategies of teachers and parents in conducting distance remedial reading along the area of knowledge and skills, and resources.

The following scale was used to determine the level of readiness of teachers and parents as to the conduct of distance remedial reading:

RELATIVE VALUE	WEIGHT RANGES	DESCRIPTIVE EQUIVALENT	PREPARATION
4	3.26 – 4.00	Definitely prepared	91-100 % prepared in conducting remedial reading
3	2.51 – 3.25	Moderately prepared	76-90 % prepared in conducting remedial reading
2	1.76 – 2.50	Somewhat prepared	Prepared 75% and below in conducting remedial reading
1	1.00-1.75	Not at all prepared	No preparation at all

The following scale was used to determine the level of difficulties of teachers and parents as to the conduct of distance remedial reading:

RELATIVE VALUE	WEIGHT RANGES	DESCRIPTIVE EQUIVALENT	PREPARATION
4	3.26 – 4.00	Very difficult	91-100 % difficulty in preparing remedial reading
3	2.51 – 3.25	Difficult	76-90 % difficulty in preparing remedial reading
2	1.76 – 2.50	Neutral	75% and below difficulty in preparing remedial reading
1	1.00-1.75	Easy	No difficulty at all

The following scale was used to determine the level of practice of coping mechanism of teachers and parents as to the conduct of distance remedial reading:

RELATIVE VALUE	WEIGHT RANGES	DESCRIPTIVE EQUIVALENT	PREPARATION
4	3.26 – 4.00	Always practiced	91-100 % practice of coping mechanisms in remedial reading
3	2.51 – 3.25	Often practiced	76-90 % practice of coping mechanisms in remedial reading
2	1.76 – 2.50	Sometimes practiced	75% and below practice of coping mechanisms in remedial reading
1	1.00-1.75	Never practiced	No practiced at all

To determine the weighted mean of each of the variables, the sum of the weighted mean scores was divided by the number of cases using the formula (Weighted mean=$\sum x/n$). To determine the significant difference on the level of readiness, difficulty of teachers and parents in conducting distance remedial reading when compared according to their profile such as age, highest educational attainment and teaching position the F-test through the analysis of variance (ANOVA) with post hoc test using Bonferroni's test to verify rejected null hypotheses. To compare the level of practice of coping skills of teachers and parents as to the conduct of remedial reading, Mann-Whitney U Test was used.

The following scale of interpretation was used to determine the degree of relationship between variables.

RANGES OF r	DEGREE/STRENGTH OF RELATIONSHIP
1.00	Perfect Relationship
0.90 to 0.99	Very strong / very high
0.70 to 0.89	Strong / High
0.40 to 0.69	Moderate / Substantial
0.20 to 0.39	Weak / Small
0.01 to 0.19	Almost negligible / to slight
0.0	No correlation

Ethical Issues

Before administering the research, the researcher asked approval from the Public Schools District Supervisor. A letter of consent was sent to the principals assigned to the different Elementary Schools to gather data for this academic pursuit. Further, a letter will be attached in the questionnaire which will be distributed to teachers and parents asking their full cooperation and honest responses to realize the objective of the research.

To guarantee and ensure that participants freely participated in this study voluntarily, the consent forms which participants signed had provision for study participants to acknowledge their willingness to be involved in this research at the same time participants retained their right to refuse to participate in the research study. The consent form was explained to the participants that the study had no immediate benefits or compensation since it was purely for academic purposes. The consent form also assured the participants of strict confidentiality and anonymity in the study. No harm was expected to be caused to the research participants. This study assumed great responsibility to ensure no social and psychological harm is caused to the participants; participants are free not to respond to any uncomfortable issue or divulge any personal information which they are not comfortable to part with. The impact of any research does not end with the writing of research findings but uses of the research findings is also a concern for social scientists as it can have future impact on the research participants and their community hence research findings from this study have been used strictly for academic purposes.

Results and Discussions

Level of Readiness of Parents and Teacher in Conducting Distance Remedial Reading

Along Skills and Knowledge

Generally, the parents' level of readiness is lower compared to the teachers. Specifically, the data shows that parents are somewhat prepared having 75 % and below preparation while teachers are mostly prepared indicating that they are 76-90 % prepared in conducting reading remedial.

Specifically, parents were initially most prepared teaching children to recognize the sounds and names of letters. This implies that this approach to teaching basic reading to children is the most common skills and knowledge among parents. According to Ehri (2001) Phonics instruction programs that teach the phoneme together with letter identification have been more successful in building children's phonemic awareness skills especially in the blending and segmentation of phonemes which leads to successful decoding of written words.

However, their readiness along skills and knowledge in teaching children phonics in a systematic way, with a series of skills and activities is just on the 6.5 rank in contrast with the teachers which is quiet unsettling because teaching children to recognize the sounds and names of letters and teaching phonics in a systematic way build up on each other. According to National Institute of Child Health and Human Development (NICHHD,2001) systematic and explicit phonics instruction makes a bigger contribution to children's growth in reading than instruction that provides non-systematic or no phonics instruction. In addition, Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It teaches children to use these relationships to read and write words. Teachers of reading and publishers of programs of beginning reading instruction sometimes use different labels to describe these relationships, including the following: graph phonemic relationships, letter-sound associations, letter-sound correspondences, sound-symbol correspondences and sound-spellings.

This corroborates that findings of Alcantara (2012) that Filipino parents have high aspirations for their children's literacy development but are hindered by the lack of knowledge and skills on what and how to teach in the homes. According to Ticzon, (2011), some parents even teach their children how to "read" words by asking the children to repeat the words after them. In light of this finding, there is a need to train parents to maximize their potential as reading teachers of their children in the very basic level of teaching reading.

The second and third ranked skills where parents were somewhat ready were teaching children to monitor how well they understand what they read and to correct problems as they occur as well as teaching children how to use the whole language approach, respectively. On the other hand, the least ranked skill is using electronic learning methods in teaching reading. This suggests parents are not well prepared for technology related skills in helping their children to read. This observation corroborates with the findings of Agaton and Cueto (2021) that parents generally lack professional knowledge in supporting online learning and that online learning gives additional financial burden for the family from the connection to the internet as it increases the use of electricity. On the other hand, the power outages hinder the students in doing the activities due to frequent loss of connection which caused them to leave the online sessions.

As to teachers, they perceived that they were moderately prepared in conducting distance remedial reading along skills and knowledge. The top-ranked skill where they were ready was teaching children to recognize the sounds and names of letters. Also, this was followed by teaching children phonics in a systematic way, with a series of skills and activities as well as teaching children variety of strategies for understanding the text they read, such as using graphic organizers, making predictions, asking questions, and identifying main ideas. On the other hand, the last least ranked skills and knowledge where both teachers and parents were prepared is in using electronic learning methods in teaching reading.

Table 1

Level of Readiness of Parents and Teachers in Conducting Distance Remedial Reading Along

Skills and Knowledge

SKILLS and KNOWLEDGE	PARENTS			TEACHERS		
	$\bar{X}$	D.E.	RANK	$\bar{X}$	D.E.	RANK
Teaching children to recognize the sounds and names of letters.	2.32	SP	1	3.23	MP	1
Teaching children phonics in a systematic way, with a series of skills and activities.	2.16	SP	6.5	3.14	MP	2.5
Teaching children how to use whole language approach (sight reading).	2.19	SP	3	3.12	MP	4.5
Teaching children reading with both fiction and non-fiction materials.	2.14	SP	8	3.08	MP	8.5
Teaching children variety of strategies for understanding the text they read, such as using graphic organizers, making predictions, asking questions, and identifying main ideas?	2.17	SP	5	3.14	MP	2.5
Teaching children to monitor how well they understand what they read and to correct problems as they occur.	2.27	SP	2	3.11	MP	6
Using variety of methods to teach children the meaning of words, including direct and conversational instructions.	2.16	SP	6.5	3.09	MP	7
Making instructional decisions based on evaluations of children's oral reading fluency.	2.18	SP	4	3.08	MP	8.5
Using electronic learning method in teaching reading	2.08	SP	10	2.89	MP	10
Building children's knowledge in grammar and sentence structures	2.12	SP	9	3.12	MP	4.5
GRAND MEAN	**2.18**	**SP**		**3.10**	**MP**	

Legend:

3.50 – 4.00	Definitely Prepared (DP)
2.50 – 3.49	Mostly Prepared (MP)
1.50 – 2.49	Somewhat Prepared (SP)
1.00 – 1.49	Not at All Prepared (NP)

Resources

Generally, parents perceived that they were somewhat prepared which means that they are 75% and below prepared in conducting distance remedial reading along resources. Specifically, the top ranked resources where parents were prepared was providing individualized reading remedial worksheets for each child. This was followed by sourcing out materials and other resources to sustain distance remedial reading, preparing teacher's guide and other teacher's resources in remedial reading and preparing Parent's guide and other parent's resources in remedial reading.

On the other hand, the least ranked resources where parents were least ready were using computer software (PowerPoint, publisher, word etc) in delivering remedial reading and using Learning Management Systems (google meet, zoom, google classroom etc). This implies that parents are not technologically prepared in conducting remedial reading along resources. In corroboration, Noori & Noori (2021) underdeveloped and developing countries has a vast majority of students who are unable to access the internet due to technical as well as financial issues. In support, the study by Garbe et al., (2020) found out that educating parents about the system and platforms for remote learning, including the tools, key pedagogical concepts, and teacher-student-parents communication options, is essential for future remote learning efforts.

As to teachers, they perceived that they were mostly prepared which means 76-90 % prepared in conducting distance remedial reading along resources. Specifically, providing individualized reading remedial worksheets for each child is the top ranked. This was followed by preparing teacher's guide and other teacher's resources in remedial reading; operating computer hardware; and making an individualized visual aid for remedial reading.

On the other hand, the least ranked resources where they were prepared were using computer software, and using Learning Management Systems. This implies that even teachers not just parents are not technologically trained and prepared in the conducting remedial reading at the onset of pandemic. This finding is in corroboration with Khalid (2007) as cited by Dela Rosa (2016) revealing that 77% of the teacher-respondents in his study are

not integrating computer technology in the teaching and learning process because of lack of training.

Table 2

Level of Readiness of Parents and Teachers in Conducting Distance Remedial Reading Along Resources

RESOURCES	PARENTS			TEACHERS		
	$\bar{X}$	D.E.	RANK	$\bar{X}$	D.E.	RANK
Operating computer hardware (keyboard, monitor, CPU etc	1.88	SP	6	3.01	MP	3.5
Using computer software (powerpoint, publisher, word etc) in delivering remedial reading.	1.80	SP	9	2.90	MP	8
Using Learning Management Systems (google meet, zoom, google classroom etc)?	1.79	SP	10	2.59	MP	10
Making an individualized visual aid for remedial reading.	1.85	SP	8	3.01	MP	3.5
Making children's books (novels, fiction, on fiction etc.) available	1.89	SP	5	2.75	MP	9
Providing individualized reading remedial worksheets for each child.	1.99	SP	1	3.09	MP	1
Making phonetically structured and age-appropriate books available for children.	1.86	SP	7	2.93	MP	6.5
Preparing Teacher's guide and other teacher's resources in remedial reading	1.93	SP	3	3.02	MP	2
Preparing Parent's guide and other parent's resources in remedial reading	1.90	SP	4	2.93	MP	6.5
Sourcing out materials and other resources to sustain distance remedial reading	1.94	SP	2	2.97	MP	5
GRAND MEAN	**1.88**	**SP**		**2.92**	**MP**	

Legend:

3.50 – 4.00	Definitely Prepared (DP)
2.50 – 3.49	Mostly Prepared (MP)
1.50 – 2.49	Somewhat Prepared (SP)
1.00 – 1.49	Not at All Prepared (NP)

Differences in the Level of Readiness in Conducting Distance Remedial

According to Age

Analysis reveals no significant differences in the level of readiness of parents in conducting distance remedial reading when compared according to their age with computed p-values of greater than 0.05. This suggests that all parents regardless of their age have the same level of readiness in conducting distance remedial reading.

Same results were observed with the teachers except for their readiness in resources with a computed p-value of less than 0.05. This suggests that the readiness of teachers in conducting distance remedial reading along resources differ significantly when compared according to their age. Specifically, teachers who were 30 years old or younger had the highest level of readiness along with resources. In addition, it was noted that respondents who were 31 to 49 years old had the second highest level of readiness along resources while respondents who were 50 years old or older had the lowest level of readiness along resources.

This implies that the as the teacher grow older, the level of readiness declines and the younger the teacher, the higher the level of readiness. In support, Polat, Çelik, and Ildiz (2019) cited studies that describes millennial teachers (ages 26 – 41) such as Shulyakovskaya (2016) conversely emphasizing that educators from this generation are motivated to be novel, advanced and creative with their curriculum and teaching practices; Layton (2015) clarifying that millennial teacher are greatly progressed in technology, innovative in designing their lessons and wish to incorporate fun in their classroom and work environment; and Greenebaum (2009) illustrating teachers of this generation being used to innovations and continuous learning using technology.

Table 3

Comparison of the Level Of Readiness in Conducting Distance Remedial Reading According to Respondents' Age

AREAS/ROLE	AGE			F_{COM}	P_{VAL}
	30 below	31 – 49	50 Above		
PARENTS					
Skills and Knowledge	2.27^A	2.15^A	2.22^A	0.560^{ns}	0.572
Resources	1.99^A	1.87^A	1.70^A	0.935^{ns}	0.394
Over-all	**2.13^A**	**2.01**^{A}	**1.96**^{A}	**0.656^{ns}**	**0.520**
TEACHERS					
Skills and Knowledge	2.96^A	3.07^A	3.22^A	0.759^{ns}	0.471
Resources	3.02^A	2.99^B	2.64^C	3.175*	0.046
Over-all	**2.99^A**	**3.03**^{A}	**2.93**^{A}	**0.283^{ns}**	**0.754**

Legend: * - significant; ns – not significant; Means of the same letter are not significantly difference using Bonferroni post hoc test

According to Educational Attainment

Analysis reveals highly significant differences in the level of readiness of parents in conducting distance remedial reading according to their highest educational attainment with computed p-values of less than 0.01. Specifically, parents who were elementary graduates had the lowest level of readiness while parents with master's degrees had the highest level of readiness along with skills and knowledge as well as resources. This shows that parents with higher levels of educational attainment had a higher level of readiness in conducting distance remedial reading, and vice versa.

This implies that the level of readiness of parents in conducting distance remedial reading is affected by their highest educational attainment. Therefore, this finding contradicts the study of Mottan and Shanmugam (2018) that there is no significant relation between parents' level of education and children's academic excellence as agreed upon by the study of Hornby (2000) as cited by Mottan and Shanmugam (2018), stressing that the ability to support children does not need high level of education.

As to teachers, no significant differences were noted in the level of readiness in conducting distance remedial reading when compared according to their highest educational attainment with computed p-values of greater than 0.05. This simply implies that all teachers

regardless of their educational attainment had the same level of readiness in conducting distance remedial reading.

Table 4

Comparison of the Level of Readiness in Conducting Distance Remedial Reading According to Respondents' Highest Educational Attainment

AREAS/ROLE	HIGHEST EDUCATIONAL ATTAINMENT					F_{COM}	P_{VAL}
	Elementary	Highschool	College	Masters	PhD		
PARENTS							
Skills and Knowledge	1.73[D]	2.08[C]	2.43[B]	2.82[A]	-	11.600**	0.000
Resources	1.40[D]	1.73[C]	2.21[B]	2.66[A]	-	20.004**	0.000
Over-all	**1.57[D]**	**1.90[C]**	**2.32[B]**	**2.74[A]**	**-**	**17.572****	**0.000**
TEACHERS							
Skills and Knowledge	-	-	2.65[A]	3.15[A]	2.9[A]	1.631[ns]	0.201
Resources	-	-	2.45[A]	2.92[A]	2.9[A]	0.582[ns]	0.561
Over-all	**-**	**-**	**2.55[A]**	**3.04[A]**	**2.9[A]**	**1.058[ns]**	**0.351**

Legend: ** - highly significant; ns – not significant; Means of the same letter are not significantly difference using Bonferroni post hoc test

According to Position (Teacher)

Analysis revealed no significant differences in the level of readiness of teachers in conducting distance remedial reading when compared according to their position with computed p-values of greater than 0.05. This simply implies that all teachers regardless of their position had the same level of readiness in conducting distance remedial reading. In disparity to that, Bautista and Gatcho (2019) argued that preparing for remedial reading is always a challenge because being a remedial reading teacher is considered an extra workload for teachers and is not compensated for doing the roles and responsibilities entrusted to them as opposed to the recognition given to this job in the US and other foreign counties.

Table 5

Comparison of the Level of Readiness in Conducting Distance Remedial Reading According to Respondents' Position

AREAS	POSITION			F_{COM}	P_{VAL}
	T1	T3	T3 or Higher		
Skills and Knowledge	2.89^A	3.03^A	3.15^A	1.548^{ns}	0.217
Resources	2.91^A	2.82^A	2.94^A	0.293^{ns}	0.747
Over-all	**2.90**^{A}	**2.92**^{A}	**3.04**^{A}	**0.762**^{ns}	**0.469**

Legend: ns – not significant; Means of the same letter are not significantly difference using Bonferroni post hoc test

Level of Difficulty of Teachers and Parents in Conducting Distance Remedial Reading

Skills and Knowledge

Generally, parents and teachers have the same level of difficulty in conducting distance remedial reading along skills and knowledge. Specifically, the top ranked skills where parents had difficulty were teaching children variety of strategies for understanding the text they read, such as using graphic organizers, making predictions, asking questions, and identifying main ideas as well as building children's knowledge in grammar and sentence structures. This were followed by teaching children phonics in a systematic way with a series of skills and activities, making instructional decisions based on evaluations of children's oral reading fluency, and using electronic learning method in teaching reading. In conjunction, Oranggaga (2022) revealed in his study that not all parents are well educated and well equipped with proper education which makes the teaching- learning process more challenging at this time of pandemic. Parents who work from home will be given additional work because they are the ones who will provide tech support or guidance in their children's schoolwork.

As to the teachers, the top ranked skills where they had difficulty were building children's knowledge in grammar and sentence structures and teaching children to monitor how well they understand what they read and to correct problems as they occur. In connection to this, Nanquil (2021) found out that many of the language teachers claimed that

causes of the grammar problems are lack of materials at home, lack of practice, and limited opportunities to develop grammar competence. In addition challenges including the technical element firstly on the part of the teacher, formulating different modules is a difficult task, especially if the teacher has no training on how to create a quality type of learning module, the lack of availability of the printed modules, and the strict compliance that these materials should meet the standard learning capacity of a student adds to the difficulty as claimed by Mañalac (2021)

The result shows that both parents and teachers experience difficulty on the same level and somewhat have similarities on some of the knowledge and skills such as building knowledge on grammar and sentence structure. This implies that both respondent groups can identify what knowledge and skills they need work on together in order to strengthen the needed skills.

Table 6

Level of Difficulty of Teachers and Parents in Conducting Distance Remedial Reading Along

Skills and Knowledge

SKILLS and KNOWLEDGE	PARENTS			TEACHERS		
	$\bar{X}$	D.E.	RANK	$\bar{X}$	D.E.	RANK
Teaching children to recognize the sounds and names of letters.	2.71	D	10	2.43	N	10
Teaching children phonics in a systematic way, with a series of skills and activities.	2.87	D	4	2.52	D	5.5
Teaching children how to use whole language approach (sight reading).	2.80	D	9	2.50	D	8
Teaching children reading with both fiction and non-fiction materials.	2.85	D	7.5	2.53	D	3.5
Teaching children variety of strategies for understanding the text they read, such as using graphic organizers, making predictions, asking questions, and identifying main ideas?	2.93	D	1.5	2.53	D	3.5
Teaching children to monitor how well they understand what they read and to correct problems as they occur.	2.85	D	7.5	2.57	D	2
Using variety of methods to teach children the meaning of words,	2.86	D	6	2.52	D	5.5

including direct and conversational instructions.						
Making instructional decisions based on evaluations of children's oral reading fluency.	2.87	D	4	2.46	N	9
Using electronic learning method in teaching reading	2.87	D	4	2.51	D	7
Building children's knowledge in grammar and sentence structures	2.93	D	1.5	2.63	D	1
GRAND MEAN	**2.85**	**D**		**2.52**	**D**	

Legend:
3.50 – 4.00   Very Difficult (VD)
2.50 – 3.49   Difficult (D)
1.50 – 2.49   Neutral (N)
1.00 – 1.49   Easy

Resources

Parents' level of difficulty in conducting remedial reading along resources is higher that the teachers by 25 %. Parents have 76-90% difficulty while teachers have 75% and below level of difficulty in conducting remedial reading along resources. However, both respondent groups specifically identified that using Learning Management Systems such as google meet, zoom, google classroom etc. is the most difficult in conducting remedial reading. This implies that technology is a major challenge for parents and teachers.

Pouezevara et al.,(2020) argued that even though significant investment in school-based technology over the past two decades through the DepEd Computerization Program and other partnerships has made technology available in schools, this has not entirely closed the digital divide due in part to unequal education spending by regions and inconsistent connectivity, which reaches only 34% of households and 48% of schools. In addition, SEAMEO-INNOTECH (2020) reported the lack of preparation and training of teachers and parents to facilitate home-based learning was also considered a major barrier to "readiness" to transition at scale to remote learning. This implies that there is still a major challenge in the use of technology in our education system.

Another resources that is significantly difficult for both teachers and parents is making children's books (novels, fiction, non fiction etc.) available at home and in school which ranks 2 and 3 respectively. This implies that there is a lack of children's books not

only in schools but even at home. We cannot deny the importance of having available literatures not only in schools but also at home. According to McNair (2011), children's literature can help to improve children's thinking skills, allow them to make comparisons between the stories they read, direct them to classify subjects, characters, and objects as well as allow them to conduct guessing and cause-and-effect relationships. Importantly, reading books increases students' writing skills. However, according to the study of Tomas et al (2021), many children lack the culture of reading because many schools especially from the far-flung areas do not have varied story books which are appropriate for the grade level of the learners.

Table 7

Level of Difficulty of Teachers and Parents in Conducting Distance Remedial Reading Along Resources

RESOURCES	PARENTS			TEACHERS		
	$\bar{X}$	D.E.	RANK	$\bar{X}$	D.E.	RANK
Operating computer hardware (keyboard, monitor, CPU etc	2.95	D	9	2.21	N	10
Using computer software (powerpoint, publisher, word etc) in delivering remedial reading.	3.06	D	2	2.27	N	7
Using Learning Management Systems (google meet, zoom, google classroom etc)?	3.09	D	1	2.56	D	1
Making an individualized visual aid for remedial reading.	2.96	D	8	2.24	N	9
Making children's books (novels, fiction, on fiction etc.) available	3.04	D	3	2.50	D	2
Providing individualized reading remedial worksheets for each child.	2.98	D	6.5	2.33	N	6
Making phonetically structured and age appropriate books available for children.	3.01	D	4	2.47	N	3
Preparing Teacher's guide and other teacher's resources in remedial reading	2.94	D	10	2.25	N	8
Preparing Parent's guide and other parent's resources in remedial reading	3.00	D	5	2.37	N	5

Sourcing out materials and other resources to sustain distance remedial reading	2.98	D	6.5	2.38	N	4
GRAND MEAN	**3.00**	**D**		**2.36**	**N**	

Difference on the Level of Difficulty in Conducting Distance Remedial Reading

According to Age

Analysis reveals no significant differences on the level of difficulty of parents in conducting distance remedial reading when compared according to their age with computed p-values of greater than 0.05. This suggests that all parents regardless of their age have the same level of difficulty in conducting distance remedial reading.

Same results were observed with the teachers except for their level of difficulty in resources with a computed p-value of less than 0.05. This suggests that the level of difficulty of teachers in conducting distance remedial reading along resources differ significantly when compared according to their age. Specifically, teachers who were 50 years old or older had the highest level of difficulty along resources followed by respondents who were 31 to 49 years old. While respondents who were 30 years old or younger had the lowest level of difficulty along resources. This implies that the younger the age, the teacher experiences a lower level of difficulty. This implication supports the explanation of Loganathan & Hashim, (2020) that having a clear view on millennial generation (Ages 26-41) will help in exploring the idea of millennial teachers. According to Bartz et al., (2017), it is important to look into millennial teachers as this group of teachers is ready to take over the position of most of the generation X teachers who are already retiring and are about to retire. Polat et al., (2019) cited studies that describes millennial teachers such as Shulyakovskaya (2016) conversely emphasizing that educators from this generation are motivated to be novel, advanced and creative with their curriculum and teaching practices; Layton (2015) clarifying that millennial teacher are greatly progressed in technology, innovative in designing their lessons and wish

to incorporate fun in their classroom and work environment; and Greenebaum (2009) illustrating teachers of this generation being used to innovations and continuous learning using technology.

Table 8

Comparison on the Level of Difficulty in Conducting Distance Remedial Reading According to Respondents' Age

AREAS/ROLE	AGE			F_{COM}	P_{VAL}
	30 below	31 – 49	50 Above		
PARENTS					
Skills and Knowledge	2.88^A	2.83^A	2.95^A	0.247^{ns}	0.781
Resources	2.95^A	2.99^A	3.22^A	0.707^{ns}	0.494
Over-all	$\mathbf{2.92}^A$	$\mathbf{2.91}^A$	$\mathbf{3.08}^A$	$\mathbf{0.390^{ns}}$	**0.677**
TEACHERS					
Skills and Knowledge	2.59^A	2.51^A	2.62^A	0.271^{ns}	0.763
Resources	2.55^B	2.27^C	2.64^A	4.208^*	0.017
Over-all	$\mathbf{2.57}^A$	$\mathbf{2.39}^A$	$\mathbf{2.63}^A$	$\mathbf{1.709^{ns}}$	**0.186**

Legend: * - significant; ns – not significant; Means of the same letter are not significantly difference using Bonferroni post hoc test

According to Educational Attainment

Analysis reveals highly significant differences in the level of difficulty of parents in conducting distance remedial reading according to their highest educational attainment with computed p-values of less than 0.01. This implies that the level of difficulty of parents in conducting distance remedial reading is affected by their highest educational attainment. Specifically, parents who were elementary graduates had the highest level of difficulty while parents with master's degree had the lowest level of difficulty along skills and knowledge as well as in resources. This indicates that educational attainment has an effect in the level of difficulty among parents in conducting remedial reading along skills and knowledge and resources. In corroboration, Klemencic et al (2014) confirmed that socioeconomic status of the family influences the reading literacy and student's achievement, parent's education, parental involvement in reading aloud at preschool age, together with appropriate reading materials and suitable environment nurture positive effects towards student performance.

In contrast, no significant differences were noted on the level of difficulty of teachers in conducting distance remedial reading when compared according to their highest educational attainment with computed p-values of greater than 0.05. This simply implies that all teachers regardless of their educational attainment had the same level of difficulty in conducting distance remedial reading. Therefore, Teacher's Professional Development is essential regardless of position.   This implication is supported by Postholm (2012) proposing that in addition to formal continuing education (e.g., masters or doctoral degrees), teachers can best develop their skills through various activities within their school. Moreover, it is also important to note that these learning activities or professional development activities within the school should be content-focused, active learning (the process of observing expert teachers), coherence (consistent with prior knowledge), duration (training spread over a period of time), and have the participation or cooperation of their peers (co-teachers). Importantly, this additional knowledge gained through the various TPDs will enable teachers to apply it to their classrooms. In turn, this will enhance the overall teaching and learning experience.

Table 9

Comparison on the Level of Difficulty in Conducting Distance Remedial Reading According to Respondents' Highest Educational Attainment

AREAS/ROLE	HIGHEST EDUCATIONAL ATTAINMENT					F_{COM}	P_{VAL}
	Elementary	Highschool	College	Masters	PhD		
PARENTS							
Skills and Knowledge	3.38^A	2.89^B	2.60^C	2.44^D	-	14.490^{**}	0.000
Resources	3.53^A	3.11^B	2.67^C	1.90^D	-	23.116^{**}	0.000
Over-all	$\mathbf{3.46^A}$	$\mathbf{3.00^B}$	$\mathbf{2.63^C}$	$\mathbf{2.17^D}$	**-**	$\mathbf{21.086^{**}}$	**0.000**
TEACHERS							
Skills and Knowledge	-	-	3.00^A	2.53^A	2.6^A	0.697^{ns}	0.500
Resources	-	-	2.95^A	2.35^A	2.4^A	1.031^{ns}	0.360
Over-all	**-**	**-**	$\mathbf{2.97^A}$	$\mathbf{2.44^A}$	$\mathbf{2.5^A}$	$\mathbf{0.945^{ns}}$	**0.392**

Legend: ** - highly significant difference; ns – not significant; Means of the same letter are not significantly difference using Bonferroni post hoc test

According to Position (Teacher)

Analysis revealed no significant differences on the level of difficulty of teachers in conducting distance remedial reading when compared according to their position with computed p-values of greater than 0.05. This simply implies that all teachers regardless of their position had the same level of difficulty in conducting distance remedial reading. In conjunction, the usual practice of local schools where the classroom reading teachers regardless of position are also the remedial reading teachers of identified students with reading difficulties.

According to Batan (2016) as cited by Bautista and Gatcho (2019) even though the DepEd provides trainings for remedial reading teachers, the agency doesn't have any uniform, clear and organized guidelines as to how remedial reading instruction should be done in schools and highlights that the status of remedial reading teacher as a professional position in schools is still unrecognized in the Philippines. Although there are teachers who provide assistance and support to students with reading difficulties, there is no existing allocations for such position. Hence, being a remedial reading teacher is considered an extra workload for teachers and is not compensated for doing the roles and responsibilities entrusted to them as opposed to the recognition given to this job in the US and other foreign counties.

Table 10

Comparison on the Level of Difficulty in Conducting Distance Remedial Reading According to Respondents' Position

AREAS	POSITION			F_{COM}	P_{VAL}
	T1	T3	T3 or Higher		
Skills and Knowledge	2.43^A	2.68^A	2.52^A	0.645^{ns}	0.527
Resources	2.28^A	2.35^A	2.38^A	0.278^{ns}	0.758
Over-all	$\mathbf{2.35}^A$	2.51^A	$\mathbf{2.45}^A$	$\mathbf{0.392^{ns}}$	**0.677**

Legend: ns – not significant; Means of the same letter are not significantly difference using Bonferroni post hoc test

Level of Practice of Coping Mechanism among Teachers and Parents in Conducting Distance Remedial Reading

This result reveals that both parents and teacher often practice coping mechanism in conducting remedial reading which means that 51-75% coping mechanisms are being practiced by both respondent groups. The top ranked coping mechanism among parents and teachesr is to look for strategies in teaching children to recognize the sounds and names of letters in the internet. This result corroborates with the observation of Sahiruddin and Herminingrum (2021) that providing materials compromising visual and digital mode in developing reading literacy is considered relevant in this digital era. Tomelden (2021) has similar observation in her study that teacher who uses technology to aid the remedial reading process stimulates the interests of the pupils. With this, they become more responsive to the process by participating in the reading sessions actively and attentively.

Interestingly, the least coping mechanism among teachers and parents is collecting both fiction and non-fiction books. This implies that both respondent groups have difficulty making reading literatures and resources available for the children. This result corroborates with the study of Tomas et al., (2021) that here in the Philippines, many schools especially from the far-flung areas do not have varied story books which are appropriate for the grade level of the learners. No picture books are available for beginning readers/nonreaders. While, Sahiruddin and Herminingrum (2021) recommends that it is necessary in every class to have a mini library where children can read.

A research by Mirasol and Topacio (2021) reveals that lack of access to reading materials may be a potential hindrance to reading successfully at home, since the survey indicates that a significant number (48%) of the respondents only own 10 or less books at home. It was important to note that most families do not have enough reading resources at home and that allotting a budget for quality reading materials is not on the top of their priority. On the other hand,

Table 11

Level of Practice of Coping Mechanism Among Teachers and Parents In Conducting

Distance Remedial Reading.

COPING MECHANISM	PARENTS			TEACHERS		
	$\bar{X}$	D.E.	RANK	$\bar{X}$	D.E.	RANK
I look for strategies in teaching children to recognize the sounds and names of letters in the internet.	2.69	OP	1.5	3.41	AP	1
I buy or look for books that helps me in teaching children phonics in a systematic way, with a series of skills and activities	2.53	OP	5	2.87	OP	9
I collect reading materials that helps children read simple sight words and sentence.	2.69	OP	1.5	3.32	AP	3
I collect both fiction and non-fiction books to assist me in teaching children to read.	2.28	SP	10	2.77	OP	10
I look for websites that has complete resources in teaching children to read.	2.56	OP	4	3.26	AP	4
I ask other people their effective practices and methods in teaching reading to children.	2.49	SP	7	3.13	OP	8
I download google apps which facilitates reading activity for children.	2.54	OP	6	3.24	OP	5
I choose TV programs that are helpful in teaching reading to children.	2.65	OP	3	3.18	OP	7
I make my own reading visual aids to help me teach reading.	2.45	SP	8	3.39	AP	2
I log in and use the DepED Commons (Alternative Delivery Mode) in teaching children to read.	2.32	SP	9	3.20	OP	6
GRAND MEAN	**2.52**	**OP**		**3.10**	**OP**	

Legend

3.26 – 4.00	Always practiced
2.51 – 3.25	Often practiced
1.76 – 2.50	Sometimes practiced
1.00-1.75	Never practiced

Difference in the Level of Practice on Coping Mechanisms in Conducting Distance Remedial Reading Between Parents and Teachers

Analysis using the Mann-Whitney U test on the level of practices of coping mechanisms among parents and teachers in conducting distance remedial reading reveals that the p-value 0.000 is lesser than 0.01. Therefore, there is sufficient evidence that the average level of practices among parents and teachers in conducting distance remedial reading is not equal and highly statistically significant at 1%. Thus, there is no significant difference on the level of practices among the parents and teachers in the coping strategies to address the difficulties encountered in conducting distance remedial reading.

The occurrence of the COVID-19 put schools, teachers, students, parents, and other stakeholders to the test. Agayon et al, (2022) stressed that as a result, teachers' capacity to give high-quality training and preparation for students deteriorated. The pandemic drove teachers with a crucial role in facilitating and monitoring the student's development despite any challenges and changes in the educational platform, where learning occurs at home. In conjunction, Aznar et al., (2021) underscore that the pandemic also forced parents of school-aged children to home-school their children while being socially isolated, physically restricted, and while many had to adapt to new working-from-home conditions.

Table 12

Level of Practices of Coping Mechanisms Among Parents and Teachers in Conducting Distance Remedial Reading.

Level of Practice	Mann-Whitney U Test	P - Value	Decision	Interpretation
Coping Mechanism	**5192	0.000	Reject Ho	Highly Significant

**-highly significant at 1%.

Conclusions and Recommendations

Conclusions

In light of the findings of the study, the following conclusions were drawn:

1. The level of readiness in conducting distance remedial reading of parents is "somewhat prepared" which means that their preparedness is 75% and below. On the other hand, teachers' level of preparedness is "moderately prepared" indicating that they are 76-90% prepared.

2. a. There is no significant difference in the level of readiness of parents in conducting distance remedial reading in terms of age. In contrast, there is a significant difference in the level of readiness of teachers along resources in conducting distance remedial reading based on age.

   b. There is a highly significant difference in the level of readiness of parents in conducting distance remedial reading along skills and knowledge in terms of highest educational attainment. Meanwhile, there is no significant difference in the level of readiness of teachers in conducting distance remedial reading along resources in terms of highest educational attainment.

   c. There is no significant difference on the level of readiness of teachers along skills and knowledge, and resources in conducting distance remedial reading when compared according to teaching position.

3. The level of difficulty in conducting remedial reading along skills and knowledge among parents and teachers is "difficult" which means 76-90% difficulty is experienced. On the other hand, the level of difficulty among teachers along resources is "neutral" which means 75% difficulty is experienced.

4. a. There is no significant difference on the level of difficulty of parents in conducting distance remedial reading along skills and knowledge and resources when compared according to their age. In contrast, there is no significant difference on the level of

difficulty of teachers along knowledge and skills but a significant difference was noted along resources based on age.

    b. There are highly significant differences on the level of difficulty of parents in conducting distance remedial reading along knowledge and skills and resources according to their highest educational attainment. On the other hand, no significant differences were noted on the level of difficulty of teachers in conducting distance remedial reading when compared according to their highest educational attainment.

    c. There is no significant difference on the level of difficulty of teachers in conducting distance remedial reading when compared according to their teaching position.

5. The level of practice of both parents and teacher in coping strategies to address difficulties encountered in conducting remedial reading is "often practice" which means that 76-90% of the coping mechanism is being practiced.

6. There is no significant difference on the level of practice of teachers and parents in the coping strategies.

Recommendations

Based on the conclusions arrived at, the researcher recommends that:

1. Public Elementary schools should enhance basic skills and knowledge of parents in teaching children to read at home specifically on teaching phonics in a systematic way, with a series of skills and activities.

2. Public Elementary schools should have a basic technology training such as using electronic learning method in teaching reading including Learning Management Systems (google meet, zoom, google classroom etc), or computer software (powerpoint, publisher, word etc) in preparation for distance remedial reading.

3. School Administrators are encouraged to strengthen the teachers Learning Action Cell (LAC) as a strategy for the continuous improvement of teaching reading literacy, writing literacy, information literacy, and ICT [information and communications technologies] digital literacy.

4. Public Elementary school should strengthen the culture and love for reading in school by making age developmentally appropriate books available in the library. Mini-library or reading corners can be set-up in the classrooms or even in barangays in coordination with the Barangay Literacy Coordinating Council (BLCC).

5. Public schools can also utilize the BRIGADA PAGBASA program as an avenue to strengthen partnership not only with the parents but also with other external linkages that can serve as providers and advocacy partners to address reading difficulties of children;

    a. The Barangay Literacy Coordinating Council (BLCC) chaired by the Barangay Captain/ Punong Barangay and co-chaired by the School Principal, through Republic Act No. 10122: "An act strengthening the Literacy Coordinating Council" *may* expand networking with other stakeholders to generate resources in support of literacy programs, create projects and activities within the barangay.

    b. Public Schools may also enter with a memorandum of understanding/agreement with ICT providers to establish strong internet connection, respectively, for the schools, teachers, students, and parents to connect, learn and communicate with each other.

    c. Public schools are encouraged to partner with university student organizations, missions' organizations, professional organizations, and other non-government organizations, to be advocates, reading remedial volunteers, resource or training providers depending on what each can offer.

6. Public Schools should also equip parents on basic skills and knowledge on teaching reading and educating them on choosing appropriate reading materials for their use at home to strengthen reading literacy.

Dissemination and Advocacy Plans

The result of this study will be disseminated to the different Elementary Schools in La Trinidad District. Furthermore, it will be reiterated during the District Monitoring Evaluation and Adjustment (DMEA) Report.

In a technical manner, it will be a basis for the district to plan for teachers' trainings and workshop regarding distance remedial in reading. Principals can integrate this in their School Improvement Plans (SIP) since this is one of the priorities needs that need to be improved. This can also be a model to inform the internal and external stakeholders of their vital roles in improving the learners' reading skills. The result of this research can also be a basis for innovations which can help parents teach reading to their children.

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Financial Report

A. Supplies and Materials						
Activity	Item	Unit	Quantity	Estimated Cost	Total	ACTUAL COST
Implementation of the study and Preparation of Research Papers, Instructional Materials/Worksheets, and other documents	A4 Bond Paper	ream	10	250.00	2,500.00	2,500.00
	A4 Folder Tagboard with fastener	pc	20	20.00	400.00	400.00
	Printer Ink Black	bottle	10	300.00	3,000.00	3,000.00
	Printer Ink Cyan	bottle	2	300.00	600.00	600.00
	Printer Ink Magenta	bottle	2	300.00	600.00	600.00
	Printer Ink Yellow	bottle	2	300.00	600.00	600.00
	USB Flash Drive	pc	1	1,000.00	1,000.00	1,000.00
B. Domestic Travel Expenses						
Submission of First Tranche Deliverables with wet signatures (CE,MOA,WFP)	Private Vehicle		1	250.00	300.00	300.00
C. Food and other incurred expenses during the conduct of research						
D. Reproduction, Printing, and Binding Cost						
E. Communication Expenses for the Implementation / Conduct of the Study						
Validation of Instruments	Load of Validators/ Experts	card	5	300.00	1,500.00	1,500.00
Implementation of the study - Data Gathering /Collection, Preparation and submission of research papers and other documents (District wide)	Regular Load of proponent	card	9	500.00	4,500.00	4,500.00
	Internet Load of proponent	card	9	500.00	4,500.00	4,500.00
F. Other Expenses						
					19,450.00	19,450.00

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