

The Power of Three: Exploring the Struggles of Coordinators, Reading Teachers and Pupils in Reading

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Abstract — research dwelt on the struggles of teaching reading instruction from the lens of the teachers, parents and pupils during the School Year 2024-2025 in the Division of Pampanga. The researcher applied qualitative method. Among the different types of qualitative method, phenomenology was utilized. The researcher considered three sets of participants. These were teachers, parents and pupils who were selected using criteria. These denotes that the researcher applied purposive sampling technique which puts premium on the selection of the participants. Semi-structured interview was used to gather data. The questions were validated before their actual use during the interview. Data gathered were treated using thematic analysis. Results revealed that participants described teaching reading as Challenging but Fulfilling and Theory Inclined with Practical Teaching. In addition, Sustaining Pupils' Interest for Reading and Instructional and Resource Constraints were the struggles of participants in teaching reading. Furthermore, Learners' needed supports in reading include Attractive Reading Materials and Well-Planned Reading Schedule. Lastly, a reading instruction framework is proposed based on the findings of the study. The study is expected to have implications on the improvement of reading and providing assistance to teachers, which will lead to better academic outcomes.

Keywords: reading, instructional materials, assistance, reading comprehension

I. THE PROBLEM AND ITS BACKGROUND

Introduction

One of the most important skills that any learner should possess even before entering school is the ability to read. Over the past few decades, reading has become a hot topic of conversation for academics and scholars. Being able to read is crucial since it's required in both the classroom and the real world.

It is well recognized that reading proficiency increases a person's likelihood of appreciating what they study in school. Nonetheless, students find it challenging to attend class these days, particularly those enrolled in elementary school. Unquestionably, the current circumstances have given the idea of instruction a new meaning.

Regardless of the circumstances, all children have the right to an education, so they must all be able to read. The right to an education is safeguarded for all children by the Constitution of 1987. Every child needs to have the opportunity to become proficient readers. Since printed texts are used to transmit the majority of knowledge and skills in this world from generation to generation, it is their method of learning more sophisticated competences. As a result, all governments invest a large amount of money to give their citizens high-quality education.

Although the government makes use of the resources available for education, there is no denying the widespread nature of the reading competency issue. According to Madhumatti and Gosh (2017), reading competency is still a problem in higher education. The fact that it is expected of students to be independent readers before they graduate from elementary school makes the situation extremely concerning. This implies that kids ought to be able to read independently and understand the meaning of the text they read. It is extremely difficult for teachers to give their students the support they need, even in the current scenario where teachers and students do not frequently interact.

Teachers today aim for their pupils to be well-read to the extent that they can comprehend and critically analyze what they read, as reading competency is favorably correlated with a child's

academic progress (Obar, 2023). In order to assist these children in learning to read, teachers make use of all available resources. If these pupils get good reading education, they will have a higher chance of succeeding in other subjects. But the new standard in education puts a barrier between the teacher and the pupils. The challenge of raising these pupils' reading proficiency has increased recently.

Regretfully, according to Blanton, Wood, and Taylor's 2007 report, 30–35% of students struggle with reading. Since these students are of the same age, those who struggle will be shunned by their peers since they are unable to perform as well as those who have a solid reading background. But in the present, it is much more difficult for educators to diagnose students' reading proficiency. Determining whether students are reading independently or if their parents are teaching them at home is a challenging task.

The scenario demonstrates how crucial it is to identify kids who struggle with reading or have a weak foundation in the subject so that a learning environment tailored to their needs can be created (Azevedo et al., 2021). Teachers can help students who are having difficulty reading by identifying such students and providing the support or remediation they need to get better at reading.

According to Cabalo and Cabalo (2019), reading comprehension can begin with basic letter or symbol recoding, which is followed by word formation, phrase and sentence creation, and final word formation. Text comprehension is seen as a dynamic and interactive process where reading a written text requires the cooperation of numerous different reader skills in order to be understood.

Although it's not a simple process, reading comprehension is a must for all learners. It is a difficult procedure in which the individual attempts to decipher the symbols, most of which are printed, in order to arrive at a particular meaning or message. Reading's important significance has been emphasized for millennia because people use it on a daily basis. Even in higher education institutions, Delgadova (2015) recognizes the value of reading literacy in students' education. It's how they rise to the top or fulfill the requirements of the program they enroll in.

Furthermore, the ability to convey the essence of the sentences using one's own words is also included in the definition of reading comprehension. In addition to this, this involves putting

the information that was read into practice in one's own life. One component of reading comprehension is when a person articulates some of the experiences he has had in his life and ties those experiences to the material that is being read. As a result of the fact that some personal feelings are associated with it, it is an indication that a person actually comprehends things (Wilhelm, 2018). During the most current study, which was carried out in 2018, the Program for International Student Assessment (PISA) administered examinations to about 600,000 children who were 15 years old and came from 79 different countries. According to the findings of the study, the Philippines received the lowest score possible in terms of Reading Comprehension, with a score of 340. This number is the lowest among all of the countries that were assessed.

Meron (2018) stated that one of the reasons behind this is poverty. In the framework of the education system in the Philippines, pupils who originate from households with low incomes have a tendency to prioritize labor over formal study at a younger age. Their cognitive development and their ability to socialize with people in the academic community are also negatively impacted by poverty and a lack of academic resources. An understanding of the significance of education is readily apparent to a child who is surrounded by teachers, books, or any other form of reading material. The results of the poll also indicate that the Philippines' performance in the areas of science and mathematics was second to the worst. There is a lot of debate among academics over why the Philippines, which is considered to be one of the top English-speaking countries in the world, rates so low in the poll. They claim that the major word definition is the primary emphasis of reading instruction in this region; while this is a significant aspect of reading instruction, it presents a challenge when it comes to reading comprehension. The pupils of the Philippines should be surrounded by essays, and they should make an effort to relate to and reflect on them in order to improve their comprehension. In addition to this, they indicated that memorizing the mother tongue by heart would be the best way to develop an accurate comprehension of the second language. Prior to concentrating on English as a second language, it is important to first become proficient in the first language. Students are reportedly experiencing difficulties while they are studying both their native tongue and the English language at the same time, as stated by them (Manlapig, 2020).

In a similar vein, Cadiz-Gabejan and Quirino (2021) noted that kids who struggle with reading are typically labeled as failures. The worst thing is that because they have other subjects to focus on, they do not receive the assistance they require to address their problems. Because of their struggles, students shouldn't feel nervous. Pupils who struggle with reading may feel inadequate and decide to drop out of school.

There are many factors for successful reading comprehension. According to studies, there are five major components of reading comprehension needed to be an efficient reader. These are Phonics, Phonemic Awareness, Vocabulary, Fluency, and Comprehension (Learning Point Associates, 2014).

The ability to translate written words into their corresponding sounds is known as phonics. It is referred to as the "alphabetic principle," and it is one of the early skills that are necessary for developing reading. The kids will benefit from having a precise and solid understanding of how particular words should be spelled and read as a result of this. In addition, phonics acts as a memory aid for children, directing their reflexes to imitate the sounds of particular letters (Starrette, 2016). Phonics and phonemic awareness are intimately tied to one another; nonetheless, despite their close relationship, there are variances between the two. Phonics is concerned with the sounds that the letter makes, whereas Phonemic Awareness is concerned with the manipulation of these sounds, also known as phonemes, in order to construct a new word. When it comes to reading, it is an extremely useful tool. For instance, in order for pupils to read the word "smile," they should be able to generate the sounds that are associated with each letter. However, if they use letter cancellation, they should still be able to read the word even if the letter "s" is eliminated from the word. If the children are able to read "mile" rather than "smile," this is already a significant improvement (3P Learning, 2020).

In contrast to the other components, vocabulary is not a talent; nonetheless, it is still very significant. This is because vocabulary is a component. When a person gets older and comes into contact with new words, their vocabulary expands, much like a toolbox full of words. The students' reading comprehension ability improves when they have a larger vocabulary. As soon as a student encounters a new term, he may consult his vocabulary in order to discover some context clues that will assist him in deciphering the meaning of the word and utilizing it in a specific setting. Students

who have a wide vocabulary range are able to read well and have a high level of self-assurance when speaking in front of others.

Fluency is the ability to read in a way that allows words to flow naturally. It refers to the capacity to read and absorb the message contained within a text even when reading unconsciously. The capacity to read quickly and precisely, as well as the emotions that are experienced when reading, halting, and stopping incorrect punctuation marks, are all aspects of those which contribute to fluency. It acted as a link between the ability to recognize words and the ability to comprehend what was read. Because the reader is no longer concentrating on decoding, fluency can help a person read more quickly and accurately. The reason for this is that the reader is no longer decoding. As an alternative, he is concentrating on the term itself and gaining an understanding of it (Cotter, 2012).

Comprehension comes in last place. Due to the fact that people read, this is one of the primary purposes. The process of comprehension involves visualizing images on the part of the readers and attempting to ask questions. In addition to this, it is concerned with providing answers to queries such as "what," "how," "when," "who," and "why." It has been observed that the majority of the reading comprehension tests consist of questions that are placed at the conclusion of the tale in order to evaluate the students' capacity to comprehend the material that was read. The pupils are evaluated not only on their ability to answer questions such as "what," "how," "when," "who," and "why," but also on their ability to summarize the experience using their own words. Restating the stages of the story, including the plot, topic, and setting, as well as defining the attitudes and behaviors of the characters, is something that the readers should do (Allen et al., 2014). It is via the combined efforts of these components that the readers are able to become influential, decisive, quick, and critical thinkers. The reading materials that are available to the public should always include these vital components.

Students' reading skills can be developed with the aid of effective reading strategies (Amin, 2019). It is a crucial element to take into account in order to help these kids become independent readers. Because of this, educators need to be well-versed in the various instructional methods that can be applied while instructing students in reading. These strategies need to be supported by research and have a track record of success.

The use of technology in reading instruction is currently popular. According to Mayor-Ruiz (2017), the younger generation learns in different ways. It hurts to utilize the technology they are accustomed to when they are taught to read since they are born with technology.

Additionally, teachers and students can greatly benefit from visual aids like images as they enhance their reading competencies. In order to establish a link between the readers and the text, students first like to see pictures that are related to the words they are trying to read (Yunus, Salehi & John, 2013). Akyol, Cakiroglu, and Kuruyer (2014) conducted research to address the problem of struggling readers' reading abilities using enrichment reading programs. Among the students in grade five, they employ the between-subjects multiple baseline levels model and the one subject research technique. The Ekwall and Shanker device was used to collect data. Even though it is assumed that the students already know how to read, a detailed examination of the circumstances and the data gathered revealed some advancements in the students' reading abilities provided they receive the proper assistance.

The Philippines is not an exception when it comes to the need for a solid foundation in reading proficiency. The nation is an archipelago, thus its schools speak a variety of languages. In the Philippines, teaching reading starts with the mother tongue. Every student is required to read syllables that, when put together, can create a word in Kapampangan. Nevertheless, reading in Filipino is simpler than reading in English because it uses syllabication.

Cayubit (2012) noted that because Filipinos place a high value on students' reading proficiency, a Filipino child must possess and develop higher order abilities as well as functional literacy. When a youngster reads comprehension-richly, he or she stands a better chance of succeeding in school than other readers who struggle and feel nervous about reading.

Among other things, mispronounced words and poor understanding are signs of low reading ability. If appropriate assistance is not given at an early age, it may have an impact on the child's social, academic, and psychological development. Therefore, it would seem crucial to properly and accurately diagnose reading disabilities as soon as feasible.

Reading requires emotions processes in addition to cognitive ones. When students realize they are falling behind their peers, they may experience uncertainty or fear. According to Mastura

et al. (2014), reading is the foundation for students' academic success in a variety of subject areas. Their ability to interpret or interpret what they read depends on how well they can decode it. It is highlighted that all educators should participate in this battle because language teachers are concerned about all areas of learning, not only teaching.

The Department of Education is still committed to making sure every student can read by the time they graduate from third grade. According to Mendoza (2008), educational institutions must step up their efforts to develop and maintain effective skill. It is an undeniable fact that curricular performance is also determined by how well students read, thus teachers must be skilled and competent in tackling this age-old issue in the majority of schools: reading.

Protacion and Sarroub (2013) provided an account of Philippine reading habits. The printed material that is handed to the class is decoded by the students themselves. Their job is to pronounce the words that are given. When kids first began to read, it was common for them to mimic the teacher's pronunciation of the words. Even though both silent and oral reading are acknowledged, oral reading is valued more since it demonstrates how well children understand the words being delivered. However, it is more crucial that pupils understand the material they are reading.

Tamor (2017) presents findings from a recent study conducted in Oriental Mindoro, Philippines. She evaluated the reading proficiency of first-graders as well as the causes and motivations of non-readers and frustrated readers for her research. Research indicates that the majority of first-graders are categorized as non-readers, with a variety of factors contributing to this, including parental support.

Estremera and Estremera (2018) started a second study on reading. Using the 2013–2014 Phil-Iri, they investigated the variables influencing elementary students' reading comprehension and comprehension level. Based on descriptive study, it was found that only 12% of the students read at the independent level and that the majority were at the frustration level. Based on the findings, pedagogical materials were developed. The outcome demonstrates that the students' reading comprehension and abilities are currently in danger and should be addressed right away.

Cabasan (2011) assessed the reading comprehension proficiency and errors made by first-year Mater Dei College education students. He used the pre-validated instrument and the descriptive method. The most of the children were found to be experiencing frustration. Regarding their typical errors, it was discovered that the participants repeatedly read the reading passage aloud. The College of Education's reading program was created using the study's results as a foundation.

Additionally, a study on English language reading anxiety was conducted by Alico and Guimba (2017). The researcher used descriptive-correlation research to ascertain the degree of reading anxiety and its underlying causes using the Foreign Language Reading Anxiety Inventory. Students in grade 8 were selected to be responders. A correlation between reading comprehension and reading anxiety level has been observed. Reading in a school, reading top-down, and reading bottom-up are the main reasons why people get anxious when they read. Additionally, it was discovered that reading comprehension performance and students' reading anxiety level were significantly correlated negatively.

The available research and literature highlighted how widespread the reading issue is and how urgently it must be resolved since it will impact students' future educational experiences. It was also stressed how important it is to start teaching reading in elementary school. It was also emphasized that teachers will be able to offer the required remediations if the reading issues are identified. Teaching reading gets more challenging in this day and age when everyone is using diverse learning techniques. The researcher was motivated by this circumstance to conduct a study that focused on exploring the struggles in teaching reading from the lens of the teachers, parents and pupils in the Division of Pampanga during the School Year 2024–2025.

Statement of the Problem

This research dwelt on the struggles of teaching reading instruction from the lens of the teachers, parents and pupils during the School Year 2024-2025 in the Division of Pampanga.

Specifically, the study answered the following questions:

1. How may the participants describe the teaching of reading in schools?
2. What are the struggles of teaching reading based on the experiences of the coordinators?
3. What support do the learners need in teaching reading?
4. What reading instruction framework may be proposed based on the findings of the study?

Significance of the Study

The study will be beneficial to the following entities:

DepEd Officials. They will be able to have a salient information that might be useful in addressing the challenges in reading. With this, they will be able to have integration of the results on the present curriculum to improve the foundational reading competence of the pupils. Thus, there is a higher chance of attaining no child left behind in the DepEd.

School Administrators. They will benefit from this study because the school will be able to comply with the task of DepEd which is to make sure that every child is a reader. Knowing the struggles of reading instruction from the lens of parents and teachers will help them craft an instructional supervision based on the needs of the teachers.

Teachers. Having pupils who are competent to read will make the teaching easier. When pupils have a strong foundation on reading, the teacher can now focus on other competencies that pupils need to master such as numeracy and writing skills. Also, teachers will have the self-fulfillment that all of the pupils know how to read.

Pupils. Pupils who know how to read will have a smoother flow of learning other competencies. As known, most of the things in the school are learned through reading. With this, they will be able to catch up with the instruction of their teachers and will be ensured that they will be promoted to the next grade level.

Future Researchers. The result of this study can serve as for future studies regarding the foundational reading competence. In addition, the final output of this research may be used as a reference and be added to the existing literature and studies.

Scope and Delimitation

The completion of this study was set to happen in Division of Pampanga. It started and was completed during the School Year 2024-2025.

This research focused on the struggles of teaching reading instruction from the lens of the teachers, parents and pupils. The study gathered data on how the participants describe the teaching of reading, struggles of teaching reading instruction based on the experiences of the participants, and the support that the learners need in reading instruction.

From this, a reading instruction framework was crafted.

Definition of Terms

For clearer understanding and clarity of the study, some terms are defined conceptually and operationally as follows:

Reading Competence. It refers to the basic the ability of the pupils to read words, through recognition of letters and properly enunciation of the combined letters until they comprehend the message of the passage. Gehrer, et al. (2012) defined the term as the ability to give meaning to the words and printed symbols that the learners are reading.

Challenges. These are the problems or hindrances that were experienced by the pupils as they go on the journey of mastering reading competencies. Viray (2016) underscored that these are the hindrances that stops or slows down the progress of the learners.

II. METHODOLOGY

This chapter discusses research design, respondents and sampling technique, instrumentation, data collection and data analysis.

Research Design

To materialize the study, the researcher was under the guidance of qualitative research. This method relies on non-numerical data for analysis. From the perspective of Cropley (2023), qualitative research extracts the meaning and interpretation from the actual responses of the participants. It uses qualitative data like interview, document analysis and observation of the participants while they are in the actual setting. Still, observation may be done either direct or indirect. Using this method, the researcher is given the opportunity to be actively engaged during the data collection process. Data are collected personally by the researcher to make sure that everything is first-hand information. Also, the in-depth understanding of the thoughts, ideas and thoughts of the participants can be rigorously and comprehensively done by qualitative research.

Specifically, phenomenological approach was adopted. Manen (2017) clearly cites that phenomenology is a research that aims to have a deep investigation on the experiences of the participants regarding a certain phenomenon. These experiences are taken directly from the participants through observation or actual interview. Through this, daily interaction and living of the participants is analyzed, dissected and interpreted to be given meaning. Phenomenology opens the path for the researcher to have a contact with the participants to get their responses. However, it requires the researcher to have a strong skill in understanding the responses of the participants. The researcher dwelt on collecting data through semi-structured interview. This helped the researcher and the participant to have a more concrete experience because the experiences were still fresh from the participants. With the interview, the researcher provided meaning on these experiences. Phenomenological research tried to give meaning to the experiences of the teachers in teaching reading.

The aforementioned characteristics of qualitative-phenomenological research helped the researcher to adopt the method for it suited the purpose of the study, which was to dwell on the struggles of teaching reading instruction from the lens of teachers, parents and pupils during the School Year 2024-2025 in the Division of Pampanga.

Participants of the Study

The selection of the target participants is one consideration for every research undertaking. This helped the researcher to ensure that the right people are selected for data collection. The source of information must be reliable enough to have a comprehensive analysis and presentation of findings. These reasons support the action to have definite and strong criteria in selecting the participants.

The researcher relied on purposive sampling technique. Palinkas, et al. (2015) encapsulated that purposive sampling is a subjective method that is used to come up with a decision who among the population would be included as participants by setting up a standard or criteria. This technique limits the possible informants because it gives limitation on how the researcher selects the participants. In the selection process, it is the researcher who sets the standards or criteria.

For the participants to be selected, the following criteria were used: (1) has been a remedial reading coordinator for at least five years, and (2) has approved research or innovation related to reading.

For the parents and learners, those who are part of the remedial reading program in reading.

Research Instrument

Another crucial decision on this research is the selection of the most appropriate instrument. Baraceros (2016) emphasized that research instrument is the tool to gather the information that will provide the answer to the questions of the research.

Since qualitative data are non-numerical, semi-structured interview was applied in this process. It collected answers from the participants by giving them a set of questions that were prepared before the actual interview. Questions may increase or decrease depending on how the participants respond on each question.

In semi-structured interview, questions were expounded from the research problems. The researcher finds way to get all the possible responses by dissecting the main questions into smaller parts. The questions that were asked focused on describing the participants' experiences and challenges in teaching reading.

Questions in the actual interview were open-ended to give the participants the chance to fully express themselves including their experiences, thoughts, ideas and opinions. It was a paramount consideration before the interview that the questions asked were valid. The questions were subjected to content validation. It was presented to (a) Education Program Specialist in charge of reading, (b) master teacher, and (c) research professor. For the uniformity of the validation, each question was assessed according to (a) relevance to the research questions, (b) sentence structure and (c) appropriateness of the words. Before crafting the final draft, the comments and suggestion of the validators will be discussed with the adviser.

Data Collection

The researcher first secured all the necessary permits from the higher authorities. A formal letter of request was sent to the Schools Division Superintendent duly signed by the researcher and noted by the research adviser. Commencement of data collection only happened once all the approvals are secured.

The assistance of the school heads and public schools district supervisor were solicited for this matter. They were given a copy of the approval from the schools division office for them to be aware about the purpose of the research. Participants were identified through their assistance.

Once the participants are identified, the researcher communicated with them either through phone, email or any other possible means. They were given the option to decide on how they want the interview to proceed.

Once it is decided, a copy of the questions was given to the participants. This gave them a birds' eye view on the questions. Furthermore, it gives them the chance to go back on their previous experiences about the topic asked including their previous experiences.

Since it is not possible to remember all of their responses, interviews were recorded through an audio or a video recorder for better transcription, which were used for key point coding, grouping and assigning of themes.

Ethical Considerations

The completion of the research was under the guidance of ethics that are needed to be considered. It is one of the requirements in doing an investigation.

Initially, all the necessary permits were collected before the implementation of the research.

Second, participants were given the option to participate or decline. It is very important that their participation in the interview is on voluntary basis. To ensure this, they were assured that no future transaction of the participants with the researcher would be affected whatever their decision is. In addition, no reward was given for participating.

Third, each participant had the option to withdraw anytime during the data collection. They may also request to delete their responses or profile once the research is completed.

Fourth, another consideration is to protect their identity. All of the information were treated with utmost secrecy and confidentiality. The name or any information that would pinpoint their identity were not mentioned in any part of the paper. Codes were used as substitute for their names during the transcription and presentation of findings on the next chapter.

Lastly, the opinions of the participants were respected and the researcher did not engage in a debate for their opinions.

Data Analysis

The data on qualitative study were not quantified by numbers so statistics cannot be applied.

The data analysis for the qualitative research used the thematic analysis. Qualitative thematic analysis is a crucial part, it will be done with strict supervision of the researcher and a qualitative research professor to come up with valid results. The assistance of the adviser and the professor of qualitative research commenced after the transcription. The highlighted key points and codes were consulted to experts for a better understanding of the given key points.

Precisely, Braun and Clarke (2013) guide for thematic analysis was used. According to them, thematic analysis has six phases: Familiarization with the data, Coding, Searching for themes, Reviewing themes, Defining and Naming Themes and Writing Up. Using these six phases, the researcher dwelt on getting the meaning of the experiences of the teachers and parents.

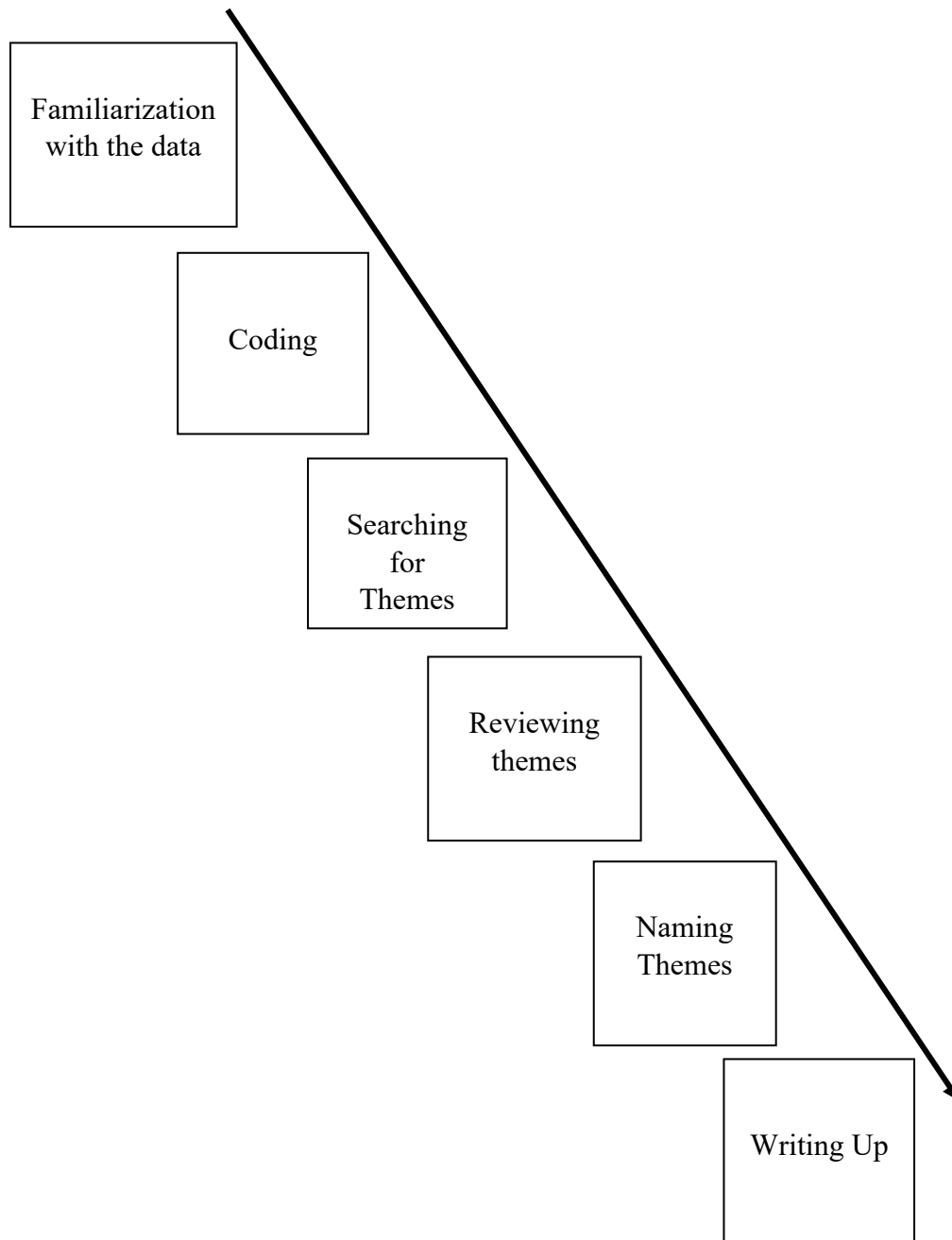


FIGURE 1
BRAUN AND CLARKE'S DATA ANALYSIS DIAGRAM

III. RESULTS AND DISCUSSIONS

This chapter presents the results of the qualitative data analysis that was done after gathering data from the participants. The arrangement of presentations is based on the research questions.

1. Description of Participants regarding the Teaching of Reading in Schools

The first goal of the study is to dwell on the participants' descriptions of teaching of reading in schools. Using the semi-structured interview, the following themes were formed:

Theme 1: Challenging but Fulfilling

Teaching reading in school is one of the priorities of the teachers especially in the primary level of elementary schools. The teachers do it because it is part of their job to teach the learners how to read. On one point, the parents are also expected to make follow ups in their homes to ensure that the learners are being practiced.

Teaching reading is challenging because it is a crucial part of the learning journey of the pupils in school. However, teachers feel a sense of fulfillment when they see that their learners are progressing.

This theme is conceptualized based on the following key points

It is really difficult in public schools but it is our job to teach reading to our learners (P1)

It is rewarding even though it is difficult especially when you see them learning how to read (P3).

Nahhirapan ang anak ko pero kailangan (P5).

*Masaya naman ako nung nakakabasa na sya
sa bahay (P7)*

*Nahihirapan po talaga ako pero gusto ko
pong matuto (P8)*

The significance of reading abilities is evident because they are recognized as one of the most important in both the academic and personal lives of students. However, related research and practice show that learners' reading comprehension is frequently low, with a deteriorating trend when it comes to reading literature.

According to Pearson and Cervetti (2013), reading literacy is the ability to read to learn, which includes a collection of skills that prepare readers to deal with challenges related to text comprehension. Context becomes increasingly troublesome since teaching reading alone does not prepare readers to deal with textual and contextual demands. The continuous development and enhancement of reading literacy is required for learning, so that pupils can select what is important from the text. It is important to be able to work with the text in addition to having the ability to read. All educational procedures are built on the fundamental capacity of reading literacy (Damaianti et al., 2020).

Theme 2: Theory Inclined with Practical Teaching

The teaching of reading nowadays is rooted more on various theories of learning and reading. Most of the times, cognitivism is one of the most popular theories that it being applied in teaching. However, there are times that what teachers see in actual scenario should be the ones to consider. Theories sometimes are not applicable especially depending on the kind of learners. With this, teachers try to look more on practical teaching of reading.

This theme is formed based on the following key points:

*The things that they teach us to do are more
on theory-based but we make sure that we*

align it with actual setting. Theory-based and then we adjust them (P2)

It is more on knowing what the students need rather than using various theories (P4).

Madali naman yung mga pinapabasa (P6)

Kumar et al. (2025) argued that it is salient to always to consider theories in teaching reading so teachers will have idea on how to start with their teaching of reading. Still, the actual scenario and settings will reveal what are the actual things that are needed to be done because the teachers will see the real scenario.

2. Struggles of Reading Coordinators in Teaching Reading

One major consideration of the study is to highlight the struggles of reading coordinators in teaching reading. These struggles give hard time to teachers as well reading coordinators.

Using semi-structured interview, the researcher was able to come up with the following themes:

Theme 1: Sustaining Pupils' Interest for Reading

The delivery of instruction in the classroom requires the interest of the learners. This becomes more important especially if the students do not know how to read or they are being left behind in reading skills. Since students are not interested because they are struggling, participants feel that it is hard to sustain the interest of the pupils when they are asked to read.

This theme is conceptualized considering the captured key points:

It is hard to sustain the learners' interest especially when they are struggling, what they want are things that are easy for them (P3)

Teaching reading on higher grade level is difficult especially if the interest in reading is not imparted well to the learners (P4)

Sandal lang naiinip na agad (P5)

Nakakainip (P9)

Kapag nahihirapan ako ayaw ko na kasi nakakainip (P10)

Reading requires the reader's interest. The age of students in the lower grades is prone to many distractions because this is the time when they are still fond of playing and are drawn to the things around them. Mart (2011) mentioned that the learning environment where the learners are studying affects their motivation and interest to learn.

Readers who are driven to read engage in reading experiences that are enjoyable and apply tactics that are helpful in improving their comprehension. Interest in reading plays a vital role in determining the attitudes that learners have towards reading (Ahmadi & Pourhosein, 2012). They highlight the fact that motivated readers view reading as a meaningful activity, are willing to undertake reading challenges, and have a tendency to achieve in their reading pursuits. In addition, reading motivation comprises an individual's purpose, ideas, and interests that are connected to the content and outcomes of reading. The significance of encouraging students to read by granting them the freedom to select the reading materials they will use. This autonomy enables students to become more engaged with reading, which ultimately results in a more pleasurable experience. Reading comprehension is significantly impacted by reading motivation, as stated by Hairul, Ahmadi, and Pourhosein (2012). Reading motivation also has an impact on a variety of characteristics of motivation and reading comprehension strategies in a variety of circumstances. The authors underline that the motivation of students has a direct influence on the reading behaviors of those students, and they propose that students who have higher levels of reading motivation are more likely to engage in prolonged reading experiences.

Theme 2: Instructional and Resource Constraints

Teaching of reading to the pupils will definitely require resources including reading materials and other supports like technology materials. Teachers see that it is one of the reasons why they are having hard time to prepare for these things.

This is captured on the following responses of the participants

No materials available for reading (P1)

We will be the ones to be asked to prepare various reading materials instead of just providing them to us so we can focus on teaching (P2)

Maganda yung may mga drawing na kwento (P6)

Instructional materials serve as essential tools in the process of teaching and learning, and they play a critical role in facilitating effective communication, comprehension, and retention of educational knowledge (Bacia, 2024). This is the reason why instructional materials are so important. The objective of these materials is to enhance the level of engagement that students have with academic subjects as well as their grasp of the principles of such subjects. These materials consist of a wide range of resources, including but not limited to textbooks, multimedia presentations, laboratory equipment, manipulatives, and digital technologies. The utilization of appropriate instructional materials has the potential to significantly enhance the academic performance of students. This is accomplished by providing students with opportunities for active learning, investigation, and the application of knowledge.

3. Learners' Needed Support in Reading

The study also looked on the needed support of learners for them to learn how to read well. These support are expected to be of great help to them in overcoming their challenges and master reading competency.

The semi-structured interview yielded the following themes:

Theme 1: Attractive Reading Materials

When it comes to reading instruction, the reading materials that are made available to the students are the counterparts of the teachers and the students themselves. When it comes to encouraging children to read, they are the primary instrument or channel that teachers and parents use. One of the most essential aspects to take into account is the fact that these learning resources ought to be appealing to the students.

This is evident on the following lines of the parents:

*Interactive reading materials for the pupils
(P1).*

*Suited materials for their age and then it
should be attractive for them (P4).*

The design of the reading materials plays a pivotal role in teaching reading. As pointed out by Alhamad et al. (2024), one technique to draw the interest of the learners is to provide them with instructional materials that are appealing to the eye. There are instances in which the learners' motivation to read the stories is due to the design of the reading materials. Taking this into consideration, it is of the utmost importance that the reading materials have an attractive quality. Search and discover games, tactile features such as pop-ups and flaps, and comprehension questions inside children's books are all examples of frequent characteristics that may be found in paper books (Vanderschantz et al., 2019). The augmentation of paper books is not a new concept.

Theme 2: Well-Planned Reading Schedule

Teachers know that they have limitations on what they can teach and how they can teach to students especially when learners are already at home. Teachers suggest that the learners need to have a well-planned reading schedule indicating that there must be specific time that the pupils are reading. This is formed based on the following responses:

Have a scheduled reading at home for practice (P2).

Parents should allot a time to read to their house for practice (P3).

Banditvilai (2020) pointed out the importance of making sure that learners do read at school and at home. For this to happen, pupils should have schedule that they need to follow to read. When this becomes part of their routine, it will become their habit to read and they will feel that their day is not yet complete if they do not read.

4. Proposed Reading Instruction Framework

The combination of the themes that were surfaced in this study resulted to reading instruction framework.

As shown in the figure, the combination resulted to a magnifying glass framework, which is a tool that can be used in reading especially when the letters are too small.

The lower part of the diagram is the handle, which reflects the challenges in teaching reading. They are put in the handle because these are the things that the teachers need to handle and address. These challenges when hold properly or handled properly will result to better reading skills of the learners.

The next part of the diagram is the outer circle of the magnifying glass which consists of the perceptions of the participants. These include Challenging but Fulfilling and Theory Inclined with Practical Teaching which aid the teachers to have a strong foundation and connection to the teaching of reading. The outer circle serves as base of the inner circle. When teachers are enjoying and have theory-based instruction, they will be able to provide better reading instruction.

Lastly, the inner circle has the support needed for quality teaching of reading, which includes Attractive Reading Materials and Well-Planned Reading Schedule. When these two are given well to the learners, they will be more motivated to learn how to read.

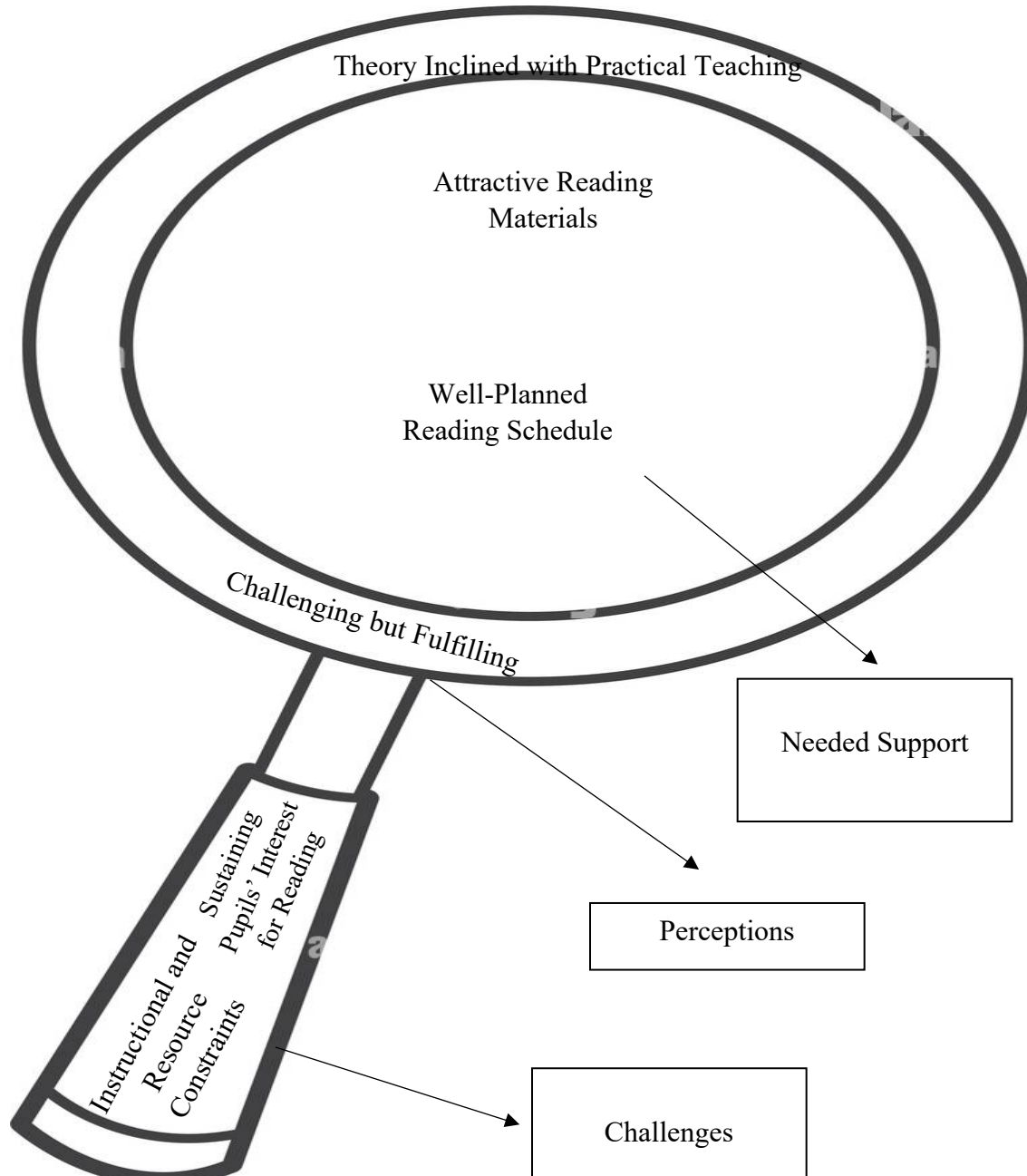


FIGURE 2
TIENZO'S READING INSTRUCTION FRAMEWORK

IV. CONCLUSIONS AND RECOMMENDATIONS

This part tells that summary of findings, conclusions and recommendations of the study.

Summary of Findings

The following were the summary of findings:

1. Participants described teaching reading as Challenging but Fulfilling and Theory Inclined with Practical Teaching.
2. Sustaining Pupils' Interest for Reading and Instructional and Resource Constraints were the struggles of participants in teaching reading.
3. Learners' needed supports in reading include Attractive Reading Materials and Well-Planned Reading Schedule.
4. A reading instruction framework is proposed based on the findings of the study.

Conclusions

The following conclusions were formed based on the summary of findings:

1. Teachers ensure that they use research-based instruction in teaching reading and they adjust it based on the actual needs. In addition, they experience struggles but they see the importance of reading and become happy when they are successful in making the children learn how to read.
2. There are support that should be given to teachers or reading coordinators to ensure that they can provide better instruction to pupils in reading. In addition, they see that the learning environment was prone to distraction which hinders the sustainability of interest in reading.

3. The current reading materials and schedule for reading of learners needed further improvement.

4. The proposed reading instruction framework aims to teachers and learners on how to teach reading.

Recommendations

The conclusions are used to have the following recommendations:

1. Giving recognition to teachers who were able to teach all of their learners to acquire competencies in reading may be prepared by school heads to motivate teachers further in teaching reading. In addition, teachers may share their theory-based instructions through festival of teaching focusing on reading.

2. School heads may provide technical assistance to teachers on how to ensure that they can sustain the interest of learners in reading.

3. The current reading materials may be improved through coloring the pages with pictures. In addition, plan and schedule for reading may be given to the parents so they can assist their children to read.

4. The proposed reading instruction framework may be used as basis in crafting learning plan to the learners.

5. Future researchers may conduct study that will center on examining the factors that affect the reading competency of learners.

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