



TEACHERS' EXPERIENCES IN THE IMPLEMENTATION OF SCHOOL-BASED READING PROGRAM: BASES FOR A SUSTAINABILITY PLAN

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ABSTRACT

This qualitative-phenomenological study was conducted to determine the teachers' experiences in the implementation of School-based Reading Program as bases for a sustainability plan. Emergent themes drawn from the results of the School-based Reading Program were: high scores in post-test, increased reading speed, improved reading comprehension, recognition of more words, and successful School-based Reading Program. The implications of the results were: enhanced the reading comprehension skills of struggling readers, effective strategies were used by teachers, improved reading performance, and evidence of regular monitoring and evaluation by school heads and reading coordinator. The themes on teachers' experiences were divided into positive and negative experiences. The positive themes were progress for struggling readers, rewarding experience for reading teachers, and all-out support from school heads and teachers, while the negative experiences were learners' absenteeism, negative attitude, and poor study habits; learners' lack of interest, and teachers' lack of instructional materials. A sustainability plan was proposed on the basis of the results of the study.

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Keywords: *Teachers' Experiences, School-based Reading Program, Sustainability Plan*

INTRODUCTION

One of the most vital macro skills that learners need to acquire in school is reading. Being able to read is significant for learners to understand their lesson. It serves as an indicator of learners' success in school and in life.

However, for some students, learning to read is challenging. One of the problems that teachers are facing nowadays is teaching students to read fluently.

According to research, at least one out of five students have serious difficulties in learning to read (Therrien, 2004; in Hausheer, 2011). Additionally, the World Bank's 2022 learning poverty statistics shows that at least 90% of Filipino children under the age of ten have difficulty reading or comprehending simple texts. Furthermore, the Philippines placed 79th out of 81 nations in regard to reading proficiency based on the results of PISA 2022. This is also evident in the Division of Iloilo Data, where the Phil-IRI pre-test assessment, which measures reading proficiency, conducted for the schoolyear 2022–2023 revealed that 75% of the more than 180,000 students are performing below average, either as non-readers or as frustrated readers.

During the first month of the opening of classes, the researcher, together with the English teachers of Igaras National High School, administered the Phil-IRI assessment to the

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learners. The Philippine Informal Reading Inventory results showed that many learners had reading difficulties.

This reality is extremely alarming and disheartening since there are many high school learners who are already in higher grade levels that are non-readers and a great number of them are slow readers. Even with the advantages of reading and the teachers' efforts to help learners develop the aforementioned macro skill, it is still a major issue in the classroom.

Hence, to improve the reading acquisition, fluency, and understanding of students who face such problems, the Department of Education (DepEd) launched a number of programs. The School-based Reading Program is one of these programs that the DepEd launched.

Although school-based reading programs have been the subjects of several studies, it is nevertheless interesting to know about the outcomes and the experiences of teachers who have implemented these programs. Despite the efforts of the DepEd, especially the English teachers, in conducting the reading program, there are still gaps in this context.

The researcher, who has taught English subjects for seven years and is also a reading program teacher, felt that more research is necessary to enhance the reading strategies and instructional practices of the teachers as well as the School-based Reading Program itself. This would help in addressing issues related to the program's delivery and conduct, which in turn would help improve the learners' literacy skills and enable effective learning to happen.

It was because of the situations prevailing in the field, that the researcher embarked on this study.

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MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants in the study, sampling design, research instrument, data-gathering procedures, and data analyses.

Research Method

This study employed the descriptive research method using an in-depth interview guide to determine the teachers' experiences in the implementation of School-based Reading Program as bases for a sustainability plan.

Descriptive study aims to carefully and accurately describe a population, situation, or phenomenon (McCombes, 2023). It can answer to questions concerning what, where, when, and how, but not why. She added that when the study's objective is to determine the characteristics, frequencies, trends, and categories, descriptive research is the best option.

Research Design

The qualitative research design, particularly the phenomenological approach, was utilized in this study.

According to Donalek (2004; in coursehero.com, 2022), phenomenological studies analyze human experiences by using the descriptions given by the participants. These experiences are called lived experiences. Describing the meaning that experiences have for each subject is the aim of phenomenological study. This kind of research is utilized in studying areas where little is known.

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The participants are encouraged to explain their experiences as they perceive them. Although they could write about their experiences, the information is obtained through interviews.

Participants of the Study

The participants in this study were the six (6) Junior High School and two (2) Senior High School English teachers who were in-charge of conducting the School-based Reading Program at Igaras National High School. A technique known as purposive sampling served as a basis for the selection of the study participants.

Sampling Design

The participants in this study were chosen using a strategy known as "purposeful selection."

In qualitative research, purposeful sampling is a widely used method for identifying and selecting information-rich cases while utilizing limited resources as efficiently as possible (Patton, 2002; in Palinkas, et al., 2015). In this technique, the participants are chosen on purpose, not randomly. They are selected on the basis of characteristics that the researcher is interested in studying.

Research Instrument

An In-depth Interview Guide served as the study's research instrument. This qualitative research method is used to interview a limited number of individuals (Rutledge & Hogg, 2020). The purpose of this technique is to acquire detailed information on a person's experiences, outlook, and feelings about a particular issue.

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The interview guide was a questionnaire consisting of three (3) questions focusing on the goal of the study. This researcher-made instrument was utilized by conducting an in-person interview with the participants in the study.

Validity of the Research Instrument

According to Robson (2011; in Mohajan, 2017), a research instrument's ability to measure what it is supposed to measure is referred to as its validity.

The researcher-made in-depth interview guide was submitted to the adviser for review and correction. After it was corrected, the interview guide was forwarded to the panel of experts for content-and-face validation. The guide was considered valid after it was checked by the panel of experts. Revisions were made after it was validated by the experts in which their suggestions and corrections were incorporated. The final draft of the interview guide was submitted again to the panel for approval. Then, it was encoded and printed to be used during the interview.

Data Gathering Procedures

Upon the validity of the interview guide, the researcher wrote to the Division Superintendent of the Schools Division of Iloilo asking for authorization to conduct her study. Upon approval of her request, the researcher asked permission from the principal of Igaras National High School. Then, the researcher requested the consent of the study participants through a letter addressed to them. Upon the consent of the participants, the interview was conducted. During the face-to-face interview, they were asked to answer the questions. After

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the participants finished answering the questions, their responses were gathered and analyzed by the researcher.

Data Analyses

A thematic approach was used to evaluate and interpret the information collected during the conduct of the study. The emergent themes that occurred in the participants' responses were identified and discussed comprehensively.

Thematic analysis is a qualitative research technique that involves identifying, examining, and summarizing recurrent patterns in a data set (Braun & Clarke 2006). While it is a method for characterizing data, the process of choosing codes and creating themes also entails interpretation.

RESULTS AND DISCUSSIONS

This qualitative study was conducted to determine the teachers' experiences in the implementation of School-based Reading Program at Igaras National High School, Municipality of Igaras, Schools Division of Iloilo, for the schoolyear 2022-2023 as bases for formulating a sustainability plan.

The participants in the study were the six Junior High School and two Senior High School English teachers who were conducting the School-based Reading Program at Igaras National High School.

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The study used a researcher-made in-depth interview guide to gather responses from the participants. The instrument was subjected to validity test and was found by the validators valid and appropriate to use.

Thematic analyses were utilized to analyze and interpret the information acquired.

The study's findings were as follows:

The results of the School-based Reading Program were: high scores in post-test, increased reading speed, improved reading comprehension, recognition of more words, and successful School-based Reading Program.

The implications of the results of the School-based Reading Program were: enhanced the reading comprehension skills of struggling readers, effective strategies were used by teachers, improved reading performance, and evidence of regular monitoring and evaluation by the school head and reading coordinator.

The teachers' experiences in the implementation of the School-based Reading Program were: progress for struggling readers, rewarding experience for reading teachers, all-out support from the school head and teachers, learners' absenteeism, negative attitude, and poor study habits, learners' lack of interest, and teachers' lack of instructional materials.

To strengthen the current School-based Reading Program, a sustainability plan was proposed as a result of the study.

Considering the study's findings, the following insights were drawn:

Reading initiatives like the School-based Reading Program are essential and offer the best remediation for students who struggle with reading, especially in terms of improving their

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reading performance. In addition, the school-based reading program offers consistent opportunities for reinforcement and practice, which aid in the steady progress of struggling readers.

The School-based Reading Program was indeed implemented effectively. The negative experiences of teachers were not significant factors why the program had positive results. If indeed there were negative experiences, these did not affect the program substantially. In fact, these were overcome by the positive impact that the program had effected in terms of increased reading performance achieved by poor readers as revealed in the results of post-test.

For struggling readers, the school-based reading program is an excellent way to improve their comprehension skills. With the goal of helping these learners acquire the ability to read, reading teachers employ a range of techniques and approaches to fulfill the requirements of the identified poor readers.

When struggling readers make improvements, it brings emotional rewards to the reading teachers and affirms the value of their efforts. This development strengthens the positive impact that teachers have on the lives of their students. It also increases their sense of overall job satisfaction and dedication to the teaching profession.

Furthermore, all programs implemented by the DepEd, especially the School-based Reading Program, need thorough supervision and evaluation of the progress they make to ensure their effectiveness and continuous improvement.

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As the reading program is being implemented, reading teachers may come across a variety of experiences.

Some are good, while others are not. Addressing challenges in the course of implementing a reading program is necessary. Schools can improve the efficacy of their reading program and better assist struggling readers in their literacy development by proactively identifying and dealing with these problems.

The DepEd is certain that the number of learners who struggle with reading will decline as a result of the School-based Reading Program.

CONCLUSION

The following recommendations may be considered:

The Department of Education should provide educational and instructional courses to teachers that focus on reading and improve literacy. The DepEd should encourage teachers' ongoing professional growth. Also, the Department should designate specialists in reading to help address the problem of illiteracy in the country.

It is further recommended that DepEd officials establish guidelines which specify that reading teachers and struggling students shall have access to all available resources. They should give students and teachers in schools the appropriate and needed reading materials, instructional resources, and tools. These efforts demonstrate the DepEd's commitment to promote literacy and ensure that struggling readers are given attention.

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District supervisors, school administrators, and reading coordinators should continue supporting and encouraging reading teachers to monitor their students' performance and progress. In addition, they should supervise the teachers' development and assessment of effective tools for a successful reading program.

Reading teachers should receive additional training and participate in reading seminars to prepare themselves with the abilities and expertise necessary in performing their jobs well and keeping themselves abreast with the latest trends and approaches in teaching reading. They should also see to it that reading assessments meet the requirements and needs of students, especially those who have reading difficulties and require ongoing remediation. They should never give up in guiding and inspiring students in learning to read.

The Igaras National High School's current School-based Reading Program needs to be addressed properly and strengthened. Making full use of the proposed sustainability plan and following it consistently would help enhance and sustain the struggling readers' reading performance. Likewise, the school should implement interventions to address the attendance, negative attitudes, poor study habits, and interests of these struggling readers by utilizing innovative reading strategies, designing captivating activities, and using positive reinforcements.

Students should understand that reading is an essential ability that must be developed for them to be able to comprehend and communicate effectively. Thus, they should make reading as a hobby not only in school but also at home.

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Furthermore, parents should take action and do their part in encouraging their children to attend the school's reading program and help them practice reading at home.

There should be more coordination and assistance from stakeholders, including NGOs and LGUs to aid in providing the necessary tools and resources to be used by the struggling readers and teachers during reading classes.

Further research or similar studies may be undertaken to examine other factors in the implementation of the school-based reading program.

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