



FACTORS AFFECTING READING COMPREHENSION AMONG HIGH SCHOOL LEARNERS' AS EXPERIENCED BY HYBRID TEACHERS: BASES FOR READING ENHANCEMENT PROGRAM

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ABSTRACT

This qualitative research determined the factors affecting the reading comprehension of high school learners as experienced by hybrid teachers and served as basis for developing a reading enhancement program. It was conducted with 10 (ten) purposively selected hybrid teachers in secondary schools in the Division of Iloilo City for the school year 20025-2006. The findings revealed that the hindering factors experienced by hybrid teachers on high school learners' reading comprehension were: limited vocabulary, lack of motivation towards reading, limited access to resources, and digital distractions. The facilitating factors used by hybrid teachers to overcome the hindering factors were: developing vocabulary and language proficiency, enhancing learners' motivation and attitude, developing background knowledge and reading skills, improving socioeconomic conditions, and improving access to technology. An enhancement reading program was proposed by the researchers based on the results of the study.

Keywords: *hybrid teachers, reading comprehension skills, reading enhancement program*

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INTRODUCTION

Reading comprehension is an essential academic skill that extends beyond simply recognizing written words. It involves making meaning from text, linking new ideas to prior knowledge, and applying understanding to real-life situations. For high school students, this skill plays a vital role in achieving success across different subjects. Whether they are solving mathematical problems, examining historical events, or understanding scientific ideas, their ability to comprehend texts significantly affects their overall academic performance. Moreover, strong reading comprehension supports the development of critical thinking, creativity, and lifelong learning, making it a key foundation of education. Studies around 2021 suggest that reading comprehension is strongly associated with higher-order thinking skills, as students who actively engage with texts are more capable of interpreting, evaluating, and integrating information across various disciplines (Kim, 2021; OECD, 2021).

In recent years, the field of education has experienced major changes, particularly with the emergence of new learning modalities and technological advancements.

This learning model provides greater flexibility and improved access to education; however, it also brings a range of challenges. In Iloilo City, as in many parts of the world, teachers have noticed that while some students adjust effectively to hybrid learning, others encounter difficulties, especially in reading comprehension. The transition to digital platforms demands higher levels of independence, self-discipline, and technological skills, which not all learners possess. Research conducted during the COVID-19 pandemic indicates that many students struggled to stay focused and fully understand lessons in online settings, largely due

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to limited teacher support, the presence of digital distractions, and unequal access to educational resources (Bao, 2020; Sintema, 2020; World Bank, 2021).

This study seeks to explore these issues by examining the perceptions of hybrid teachers in Iloilo City. Specifically, it aims to identify the facilitating factors that enhance reading comprehension, the hindering factors that impede it. By analyzing these perspectives, the research intends to provide a clearer understanding of the realities of hybrid classrooms and to lay the groundwork for an intervention program that can strengthen reading comprehension among high school students in the coming school year. This approach is supported by recent educational research emphasizing the importance of context-based interventions and teacher-informed strategies in improving literacy outcomes in blended learning environments (UNESCO, 2021).

MATERIALS AND METHODS

Research Methodology

This chapter describes the fundamental procedures of phenomenological research and focuses on the following components: Research Method, Research Design, Participants of the Study, Sampling Design, Research Instrument, Validity of the Research Instrument, Data-gathering Procedure, and Data Analyses.

Research Method

This study employed a descriptive qualitative research method using in-depth interview guide, to explore the factors affecting reading comprehension as experienced by hybrid

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teachers and teachers (Creswell & Creswell, 2023). The purpose of this method is to describe and analyze the experiences of hybrid teachers regarding the facilitating factors affecting reading comprehension among high school learners. The research focused on hindering factors as well as designing a proposed reading enhancement program.

According to Moore (2022) instead of focusing on how or why something happens, descriptive research methods are intended to describe or explain something. Psychologists and researchers use descriptive study methods to acquire data and describe the intricacies of behaviors, patterns and other phenomena.

The researcher used this method in order to determine hybrid teachers' experiences on learners' reading comprehension to meet the objectives of the study.

Research Design

This study utilized a qualitative phenomenological research design to find out the experiences of hybrid teachers regarding the factors affecting reading comprehension of learners. This design was appropriate because it sought to understand how individuals perceived and experienced a phenomenon within their natural context. By focusing on the participants' perspectives, the researcher aimed to uncover general information about the factors influencing reading comprehension. The interviews allowed for a deeper exploration of the hybrid teachers and used this experience as basis for the formulation of reading enhancement program.

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According to Jayson and Taylor (2021), the phenomenological approach can be employed to explore teachers' experiences and their roles within the classroom. The authors argue that phenomenology offers a powerful lens or understanding the lived experiences of educators, hence shedding light on how they navigate.

Participants of the Study

In order to maintain fairness and confidentiality of the identities of the participants they were identified as participants 1,2,3,4,5,6,7,8,9 and 10.

A total of ten (10) hybrid teachers from the Schools Division of Iloilo City for the School Year 2025–2026 participated in the study. These teachers were at the forefront of balancing traditional classroom practices making their insights especially valuable to the research. To ensure that the participants truly reflected the realities of hybrid teaching, purposive sampling was employed. This meant that only teachers with direct and meaningful experience in hybrid instruction were selected. By focusing on this group, the study aimed to capture authentic perspectives on the factors that affected reading comprehension among high school learners as basis for the proposed enhancement program.

Sampling Design

This study used purposive sampling in selecting the participants. Purposive sampling is a non-probability sampling technique commonly used in qualitative research to identify individuals who can provide rich, relevant, and experience-based information about the phenomenon being studied. According to Creswell and Creswell (2023), purposive sampling

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is appropriate when the researcher intends to select participants who have direct knowledge and meaningful experience related to the research problem.

In this study, the participants were chosen based on specific criteria. They had to be hybrid teachers currently teaching in public secondary schools in the Schools Division of Iloilo City and must have had direct experience in handling high school learners. These criteria ensured that the selected participants were capable of providing firsthand insights into the factors affecting reading comprehension among high school learners.

Research Instruments

The research instrument used in this study was the researcher made in-depth interview guide. The instrument consisted of three (3) research questions about the factors affecting learners' reading comprehension, the hindering factors experienced by the hybrid teachers in teaching reading comprehension, and the proposed enhancement program based on the result of the study.

Validity of Research Instrument

To ensure the validity of the researcher-made in depth interview guide, it underwent expert validation by a panel of English language specialists and educational researchers. The panel assessed the clarity, relevance, appropriateness and coherence of the questions to ensure that they effectively captured the intended themes of the study. Necessary revisions were made based on the experts' feedback in order to enhance the validity of the research instrument.

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Data Gathering Procedure

The data collection process followed a structured yet flexible approach to ensure the authenticity and depth of the participants' responses. Formal permission was obtained from the Schools Division of Iloilo City and the participating schools, and the participants were briefed about the purpose of the study. Informed consent was secured to uphold ethical research practices.

The participants were provided with an overview of the research objectives and confidentiality measures. Face to face interviews were conducted in person. The interview lasted approximately 30–45 minutes and the participants' consent was secured for transcription and analysis.

After the interview, the researcher transcribed, interpreted, and analyzed all the comprehensive in-depth information that were collected.

Data Analysis

The data collected in this study were analyzed using thematic analysis, a qualitative data analysis method used to identify, analyze, and interpret recurring patterns or themes within a data-set. Thematic analysis is widely used in qualitative research because it allows researchers to organize large amounts of textual information and develop meaningful interpretations from participants' responses. According to Braun and Clarke (2021), this method provides a systematic approach for examining qualitative data and identifying patterns that represent participants' shared experiences and perspectives.

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In this study, thematic analysis was appropriate because it enabled the researcher to examine the lived experiences of hybrid teachers and identify common themes related to the factors affecting students' reading comprehension. Through this approach, the researcher was able to explore both the facilitating and hindering factors influencing students' comprehension as well as the coping strategies teachers employed in hybrid classrooms.

All interview responses were first transcribed verbatim to ensure that the participants' ideas and experiences were accurately captured. After transcription, the researcher carefully reviewed the transcripts multiple times to become familiar with the data. During this stage, meaningful statements, key ideas, and significant responses were highlighted and organized into initial codes. These codes served as labels that represented important concepts related to reading comprehension challenges and teaching practices.

The analysis followed the six-phase thematic analysis framework developed by Braun and Clarke (2021), which has been widely applied in qualitative educational research.

The first phase, data familiarization, involved reading and re-reading the interview transcripts to gain a deeper understanding of the participants' responses. This process allowed the researcher to become immersed in the data and identify initial ideas related to the research questions.

The second phase, generating initial codes, involved identifying meaningful segments from the transcripts and assigning descriptive codes to these responses. These codes

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represented significant ideas related to hybrid teaching experiences, reading comprehension challenges, and classroom practices.

The third phase, searching for themes, involved examining the codes and grouping related codes into broader categories. These categories were then organized into preliminary themes that reflected recurring patterns across the participants' responses.

The fourth phase, reviewing themes, involved evaluating whether the identified themes accurately represented the coded data and the entire data-set. During this stage, themes that appeared unclear, overlapping, or insufficiently supported by the data were refined, merged, or removed to ensure clarity and coherence.

The fifth phase, defining and naming themes, involved clearly defining the meaning of each theme and determining how each theme addressed the research questions. Each theme was labeled in a way that accurately reflected the key concept it represented.

The final phase, producing the report, involved presenting the identified themes in a clear and organized manner. Relevant excerpts from participants' responses were included to support the interpretation of each theme. Through this process, the researcher was able to explain how the findings contributed to understanding the factors affecting reading comprehension among high school learners in hybrid learning environments and how these insights served as the basis for developing a reading enhancement program.

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RESULTS AND DISCUSSIONS

This study focused on the facilitating factors that affect reading comprehension among high school learners in the Division of Iloilo City, as experienced by hybrid teachers. It covered the hindering factors as experienced by hybrid teachers and the facilitating factors used to overcome the difficulties that hinder learners' reading comprehension. It also examines how these insights can lead to the development of a reading enhancement program as result of the study.

The participants of the study were ten (10) hybrid teachers coming from the schools of the Division of Iloilo City for SY 2025-2026.

The instrument was a researcher-made in depth interview guide to collect data relevant to the study. To ensure its validity, the guide was subjected to expert review and evaluation. A panel of specialists in English language and reading instruction examined each question for clarity, relevance, appropriateness and alignment with the research objectives. Their suggestions were carefully considered and incorporated to improve the instrument.

This collaborative process ensured that the interview guide was well-structured and capable of generating meaningful responses.

Using a qualitative phenomenological research design, data were gathered through interviews with ten hybrid teachers who had direct experience teaching students in face-to-face mode. The collected data were analyzed through thematic analysis, following the

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framework proposed by Braun and Clarke (2021), which allowed the researcher to identify recurring patterns and themes from the participants' responses.

Based on the analysis of the participants' responses, several key findings emerged.

The findings revealed that the facilitating factors affecting high school learners reading comprehension as experience by hybrid teachers were: vocabulary and language proficiency, learners' motivation and attitude, background knowledge and reading skills, socioeconomic conditions, and technology.

The hindering factors experienced by hybrid teachers on high school learners' reading comprehension were: limited vocabulary, lack of motivation towards reading, limited access to resources, and digital distractions. An enhance reading program was proposed by the researcher based on the results of the study.

The facilitating factors affecting reading comprehension reveal that learners' ability to understand texts is influenced by a combination of personal, academic, and environmental factors. Elements such as motivation, background knowledge, access to resources, and supportive learning environments enhance comprehension by encouraging engagement and active participation. Cognitive aspects such as background knowledge and language proficiency work together with motivational factors like interest and engagement to shape how learners process information. When these elements are present, learners are more likely to read actively, make connections, and construct meaning from texts. This shows that reading

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comprehension is a dynamic process that depends on both what learners know and how they feel about reading.

On the other hand, hindering factors like lack of motivation, language difficulties, limited resources, and digital distractions hinder learners' focus and understanding.

Overall, these findings suggest that improving reading comprehension requires a balanced approach that strengthens positive factors while addressing the barriers that limit learners' reading development, environmental and technological challenges also play a significant role in hindering reading development.

In-conducive learning environments and insufficient learning materials limit opportunities for practice, while excessive exposure to digital distractions disrupts concentration and reduces retention of information. These insights suggest that without proper support and intervention, these barriers can negatively impact learners' reading skills and overall academic performance.

Conclusion

The findings revealed that the facilitating factors affecting high school learners reading comprehension as experience by hybrid teachers were: vocabulary and language proficiency, learners' motivation and attitude, background knowledge and reading skills, socioeconomic conditions, and technology.

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