

LIVED EXPERIENCES OF TEACHERS IN THE CONDUCT OF INDIVIDUALIZED READING REMEDIATION

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ABSTRACT

This study explored the lived experiences, challenges, coping mechanisms, and insights of the teachers tutoring the struggling readers in Maparat National High School in the conduct of individualized reading remediation program. Eight of the tutors assigned answered the five research questions which focused on their lived experiences, the challenges that the participants encountered, the coping mechanisms utilized by them, the insights that they gained, and the suggested program that can be crafted after the findings of the study. This study utilized qualitative phenomenological research design using an in-depth interview. Findings revealed that the positive experiences they have as tutors are the fulfillment it gives and the progress of learners. They described their experience as challenging. The reasons why the program was conducted was due to the result of reading assessment. Reading comprehension ranked first as the reading problem. For them, lack time for reading remediation was one of the challenges they encountered. They also describe their students as willing to learn, and their coping mechanism in coping with the challenges was through giving rewards and preparing snacks to students. It also revealed that they have various lessons and realization learned. One of them was the importance of learning how to read. Finally, teachers suggested that more time should be provided for this program.

Keyword - individualized reading remediation, lived experience, coping mechanisms, reading programs, phenomenological study.

1. INTRODUCTION

This study was designed to investigate the effect of an individualized approach on the improvement of reading in Maparat National High School. This study aimed to know the lived experiences, the challenges, coping mechanisms, insights, and suggestions of teachers assigned in the individualized reading remediation program. It also aimed to uncover the factors that would affect the program.

The National Assessment of Educational Progress (NAEP) in the United States reported only a marginal increase in proficiency among the fourth, eighth and twelfth graders despite the implementation of reading programs by district schools. The report concluded that the level of reading skills have not improved. Even if individualized reading interventions are included in their class programs, these interventions have not been enough considering the number of students who are struggling in reading is still increasing (Deallio, 2020).

In the study conducted by Gumagay 2024 in the Division of Davao Oriental, teachers appreciate the importance of having individualized reading remediation to struggling readers. However, some learners showed low motivation and engagement. Teachers also lack of professional development. They could hardly perform their

duties as they are untrained on how the intervention process is properly done. This is attributed to minimal parental involvement.

In Maparat National High School, individualized reading remediation has been implemented. The reading has two aspects namely: regular reading classes that are incorporated into the standard curriculum and remedial reading classes which serve as a separate subject intended to those students who are in dire need. The second type of reading class aims to help learners with reading difficulties according to Umali, 2016. Despite the efforts of the school to lower the number of struggling readers, the school faces difficulty as some of the learners are not attentive and responsive to this program. This is the reason why the researcher is encouraged to conduct a study that aims to know the experiences of the teachers in the implementation of individualized reading remediation.

The Individualized Reading Remediation Program in Maparat National High School which I also experienced, really helped the learners in terms of reading. The identified tutees were assigned to their respective tutors. They were expected to go to their tutors during the schedule given to them. My tutee was not so interested in attending reading sessions because he was a Grade 7 student and much more interested in running and playing. It took me time to wait for him every reading schedule, and sometime I really had to fetch him in their classroom. The program was really exhausting. The vacant time I have for the preparations of instructional materials for my class was given to the reading remediation program. It was hard especially if I have other priorities which I needed to attend to. It was hard to teach student who was not interested to learn. I was so happy when the time came that he approached me and said he will attend to our session that afternoon. It was a big help for me as a tutor that finally he showed interest.

1.1 Purpose of the Study

This study aimed to unravel the lived experiences of teachers in Maparat National High School who were given the task of providing reading remediation among learners with difficulty in reading. The intervention employed by the school was anchored on the Department of Education's order that aimed to improve the reading skills of some high school students. This also aimed to know the insights of teachers on what were the suggestions of the participants for a reading remediation program.

Further, this aimed to know how these teachers perceived the importance, purpose, and strategies of the reading remediation progress. It also covered their lived experiences, their strategies for surpassing those challenges, and their perspectives towards this intervention in general. The data collected in this study, the researcher used of qualitative research design, specifically it employed a phenomenological study.

1.2 Research questions

1. What are the lived experiences of the participants in the implementation of individualized reading remediation program?

1.1 What were the positive experiences you have in the implementation of individualized reading remediation program?

1.2 How would you describe your experiences in the implementation of individualized reading remediation program?

1.3 What were the reasons of the implementation of individualized reading remediation program?

2. What were the challenges that the participants encountered in the implementation of the individualized reading remediation program?

2.1 What were the reading problems that you have encountered with your students?

2.2 What were the challenges you have encountered in the implementation of the individualized reading remediation program?

2.3 How you would describe the behavior of students in the implementation of the individualized reading remediation program?

3. What coping mechanisms utilized by the participants on the challenges in the implementation of individualized reading remediation program?

3.1 What coping mechanism did you utilize in the challenges in the implementation of the individualized reading remediation program?

3.2 How did you motivate students to participate in the individualized reading remediation?

3.3 How did your school community help you cope with the challenges in the implementation of the individualized reading remediation program?

4. What insights did the participants gain in the implementation of the individualized reading remediation program?
 - 4.1 What insights have you got in the implementation of the individualized reading remediation program?
 - 4.2 What are the lessons you learned from your experience in the implementation of the individualized reading remediation program?
 - 4.3 What realizations have you gained after the conduct of the individualized reading remediation program?
5. What are the suggestions of the participants for a reading remediation program?

2. METHODOLOGY

In this chapter, the method employed in conducting this research was discussed. This section also includes the research design, its locale, the role of the researcher, the research participants, the data gathering procedure, the data analysis procedure. This also covered the rigors of research trustworthiness and credibility and the ethical considerations of the study.

2.1 Research Design

In this study, a qualitative phenomenological research design was employed to explore the perceptions of secondary teachers in the conduct of individualized reading remediation in Maparat National High School. This research aimed to gain a deeper understanding on what were the experiences of the teachers and how these experience shaped their perspective in valuing the importance of individualized reading remediation.

According to Creswell (2013), a phenomenological research design aimed to understand the perceptions, perspectives, and understanding of people towards a particular phenomenon. A certain study was classified as phenomenology when the research problems necessitate a profound understanding of the experiences of humans common to the group. A phenomenological research design was a study that attempts to understand people's perceptions, perspectives, and understanding of a particular phenomenon. He added that the best criteria to determine the use of phenomenology is when the research. It is based on a paradigm of personal insight and subjectivity and gives more importance to personal experience and interpretation.

2.2 Research Participants

The participants of this study were purposefully selected using a non-probability sampling technique known as purposive sampling. This research involved specific inclusion criteria to ensure the selection of participants who closely align with the objectives of the study. To be eligible, the participants of this study were public school teachers teaching in Maparat National High School. These teachers were given tasks to perform and provide an individualized reading remediation to some non-readers of the school. There were 8 teachers interviewed in the study. It was composed of 4 teachers who were actively implementing the said program with active tutees and 4 teachers who have inactive tutees.

The participants were selected through this inclusion criteria. First, they were involved in the individualized reading remediation program. Second, they were articulate in expressing themselves. Third, they were willing to participate in the study to share their experiences.

2.3 Data Collection Procedure

This study employed a qualitative design in exploring the perspectives of teachers in Maparat National High School in their implementation of individualized reading remediation. To gather reliable data and uncover the phenomenon experienced by the participants, the researcher accomplished and followed the processes. In every research undertaking, the process begins by asking permission from the various offices to conduct the said study. Researcher submitted a letter to the Research Ethics Committee of the school to make sure that ethical standards were observed in the conduct of the study. Along with this, researcher also sent letter to the Office of the Superintendent of the Division of Davao De Oro to seek a permit to conduct this research.

Once approval and permission were granted, researcher begun by crafting the interview guide questions and have them validated. This research specifically used in-depth interview and focus- group interviews.

In-depth interviews. In-depth interviews delved deeper into specific perspectives to collect detailed data for the study. Maintaining methodological consistency, the same guide used for the focus group discussions was employed for these interviews. However, to encourage spontaneous and open dialogue, certain open-ended questions were customized based on participants' responses. This strategy aimed to foster a non-threatening atmosphere during face-to-face interactions.

Further, in-depth interview provided a detailed exploration of individual perspectives, experiences, and insights, providing a deeper understanding of complex issues.

2.4 Data Analysis

This qualitative research employed a manual thematic analysis. Before analyzing the gathered data, the researcher transcribed the interview. Transcription played an important role in qualitative research. It served as an initial step in interpreting and analyzing the data obtained from the interview. It is the process of converting audio recording into written text, transcription facilitated a thorough examination of verbal interactions, capturing nuances, tone, and context that might be overlooked through mere listening. This transcribed data enables researcher to conduct comprehensive analyses, identifying patterns, themes, and key insights that contributed to the discovery of rich qualitative findings. Furthermore, transcription ensured transparency and rigor in research, offering a verifiable record of participants' words and enhancing the accuracy of data interpretation.

After transcription, coding and thematic analysis subsequently followed. In qualitative research, coding involved systematically categorizing and organizing data to identify patterns, themes, and concepts within the dataset. Thematic analysis was the process of grouping codes into broader themes or categories that capture the essence of the data. Both coding and thematic analysis were essential steps in qualitative analysis, allowing researchers to interpret and understand the underlying meanings and implications of the collected data.

3. RESULT, ANALYSIS AND DISCUSSION

3.1 On what are the lived experiences of the participants in the implementation of individualized reading remediation program.

Positive Experiences in the Implementation of Individualized Reading Remediation Program - This structured theme has generated the following themes: the fulfillment it gives and the progress of learners. The research informants shared that the reading remediation has yielded impact to both teachers and students. This program has been even more significant for some teachers because it was fulfilling on their parts to see that their students have manifested progress during the course of this program.

This was supported by study conducted by (Taganas and Jancinal 2024), they concluded that despite some challenges experienced by reading teachers, they were able to develop the sense of fulfillment and happiness. This experience became a source of inspiration and fulfillment for some teachers, in a way that seeing all struggling readers progress, teachers experienced emotional rewards as a result of their commitment and effort in helping their students.

Description of One's Experiences in the Implementation of Individualized Reading Remediation Program- This structured theme has 7 emerging theme and these were: challenging, nice avenue to help students, exciting, difficult, finding ways to mentor students, fulfilling and satisfying, and mixed feelings. Among these themes, the findings revealed that the term challenging was their common description about their experiences in the conduct of individualized reading remediation program.

There were many challenges that teachers need to face in implementing individualized reading remediation. As enumerated by Cates (2016), the inadequate fundamental skills in reading which includes learners with no basic understanding of decoding and lack of phonetic background is one of the utmost challenges of the teachers in teaching struggling students.

In teaching children how to read, there were many factors that we need to consider, and that makes it more challenging. As stated by Moats (2020), that reading is a factor in all other academic achievement. Reading is connected to social, emotional, financial, and physical health that is why it has been the topic of most of the studies. In addition to this, as they attempt to teach the contents, reading becomes an additional exercise in classroom teaching, this is particularly stimulating for educators. Therefore, making the attainment of target competencies is delayed for a particular week.

Reasons of the Implementation of Individualized Reading Remediation Program - The emerging themes in this structured theme were result of reading assessment, due to number of non-readers, based on PHIL IRI result, help students with reading problem, based on the survey conducted by DepEd. The study revealed that the result of reading assessment was common response when they were asked about the reasons why the program was implemented.

The teachers were conducting reading assessment in order to determine and categorize the non-readers, instructional, average, and independent readers. According to Afterbach (2017), assessing the reading level and

capacity of students helps teachers to measure the strengths and weaknesses of the learners. All reading assessment has the same purpose and objectives but the way they get the data or the activities used by the teachers are different.

This was supported by the study of Inding (2020) that it is very vital to initially have a view of the students' performance in reading which can be accomplished by performing reading assessment in schools because learning is crucial to gaining information. The strength and weakness of a student can be determined through the conduct of Philippine Informal Reading Inventory.

It was revealed in the findings that it was based on PHIL IRI result. This was supported by the study of Sanchez and Sarmiento (2020) that in determining the reading strengths and weaknesses of an individual learner, the Philippine Informal Reading Inventory (PHIL-IRI) is used as a tool to give significance to the value of knowing one's strengths and areas for development purposes of genuine improvement.

3.2 On what were the challenges that the participants encountered in the implementation of individualized reading remediation program.

Reading Problems Encountered with Students- The emerging themes in this structured theme were reading comprehension, student's absenteeism, sound recognition, and identifying letters. It was revealed in the finding that the most common reading they encountered was reading comprehension. It was also shared by them that their tutees lack comprehension. They do not understand what they were reading.

Reading comprehension is vital. It measure the way they understand the idea of what they are reading. According to Parrish (2020), one of the problems encountered by teachers nowadays is poor reading comprehension. This statement is true since it was mentioned by the informants that their tutees can read, but when asked about what they read, they cannot answer because they do not understand it.

The findings supports the study of Almutairi (2018) who stated that reading comprehension is a process in which they generate meaning through linking and interrelating with the printed language concurrently, and it is a significant learning ability for the learners to acquire. Students need reading comprehension ability to absolutely achieve the objectives and expectations in education, which primarily required in classroom situations. It is revealed that their comprehension ability will likely be developed if learners are taught to use reading skills. As learners transfer from a certain level to another level, the significance of understanding and learning written resources strengthens essentially in each subject area.

The study conducted by Anasari and Pianta (2019), revealed that a whole school years' worth of instructional minutes is equivalent to being chronically absent by the eighth grade. This proved that the students' attendance is very necessary. When a student is absent, many factors might be affected.

Challenges Encountered in the Implementation of the Individualized Reading- The emerging themes in this structured theme were student's low reading comprehension level, lack of parental support, lack time for reading remediation, student's absenteeism, student's attention span, and keeping students motivated. It was revealed in the findings of the study that lack time for reading remediation was the common challenge they encountered in conducting the program.

This study also revealed that one of the challenges encountered in implementing the program was student's absenteeism. This challenge has existed and is existing nowadays. According to Patnode et al. (2018) that having continuous absences hinder students learning and probably make them stationary. It could affect various student outcomes and results, such as: grade retention and dropout, social-emotional development, student discipline reading achievement and mathematics.

Student absenteeism served as a hindrance in achieving the goals of the society. There are many factors that contribute to continuing absenteeism, such as: social issues like mental health challenges, bullying, safety concerns, inconsistent parenting, poverty, transportation difficulties, medical, personal, and family. Uninterrupted school absences have negative impacts on the following: learning, social functioning, graduation rates, income, health, and life expectancy, as stressed by Akkus et al. (2022) and Allen et al. (2018).

Description of the Behavior of Students in the Implementation of the Individualized Reading Remediation Program -The emerging themes in this structured theme were blessed with diligent students, not problematic, happy go lucky, willing to learn, lacks energy, lacks focus, and multifaceted. It was revealed in the findings that the common description about their students behavior was willing learn.

Knowing that your student is willing to learn, motivates you to perform better. In the study conducted by Cates (2016), it was revealed that the most fulfilling feeling in teaching struggling students in reading is witnessing how determined and motivated they are to learn despite the difficulties. Teacher feels satisfied when they see their student learned something.

3.3 On what coping mechanisms utilized by the participants on the challenges in the implementation of individualized reading remediation program.

Coping Mechanism Utilized in the Challenges in the Implementation of the Individualized Reading Remediation Program-The emerging themes in this structured theme were do unfinished activity at student's home, by giving reward, be a friend, let student check his work, contact teachers, extend time, and be patient. The findings revealed that they cope with the challenges they encountered in the implementation of the program through giving rewards.

Giving of rewards has been part of the teacher's strategy for the past years until present. As mentioned by Yahaya (2022) that giving rewards to learners help the student's performance to improve. This is based to operant conditioning which helps students to perform better. Reward system has been a way to boost student's interest in order to cooperate and participate. This study was supported by Dannan (2020) who stated that in students' academic achievements, reward systems are important keys. It was also mentioned by McClean (2016) that giving of rewards leads to students' participation, and it serves as extrinsic motivation. On the other hand, Yahaya (2022) also gave a warning of the possible negative effects of giving praises and rewards especially when the activities given are already interesting.

It is not wrong to ask for help. There were times that they really need to call for someone in solving our problems. They should have a good relationship with our colleagues. As stated by Mbuva (2016), having self-confidence or self-esteem result to having good communication and interaction between teachers and students. As teachers, knowing self-concept is very important. One should value himself/herself because it energizes teaching and educational ground. When teachers do not have enough confidence, they may feel that they are not suited, they are not worth it, and they do not have enough capacity to do the job.

Ways in Motivating Students to Participate in the Individualized Reading Remediation-The emerging themes in this structured theme were assuring student teacher's full support, prepare some snacks, telling students the benefits of reading, build a good relationship, and avoid being angry. It was revealed in the findings of the study that preparing snacks was their common response.

One of the most shared way in motivating a student is through preparing snacks. Students especially those who lack food feel motivated to perform if the teachers prepare snacks for them. According to Barak 2011; Benarye et al. (2016), studies revealed that the intervention of nutrition programs have positive outcomes.

It was also revealed that in order to cope with the challenges one must a friend to his or her tutee. Letting their tutee to feel that they belong, that they are accepted, and that they have a good relationship. According to Rohan (2017), when students feel acknowledged and have a positive connection with their teachers and classmates, they best learn from it. They interact inside the classroom and have an active engagement to the society or community. A teacher is considered effective when the teacher sets a caring environment; a classroom where discrimination is highly discouraged. Like the teachers in New Zealand wherein they highlight a positive and has values inclusivity learning environment.

Ways the School Community Help Oneself Cope with the Challenges in the Implementation of the Individualized Reading Remediation Program -The emerging themes in this structured theme were by providing materials, provide module as guide, and trainings. It was revealed that by providing materials and providing module as guide were there common answers.

Reading materials were tools in reading. These tools help the tutors to teach their tutees. These were very important. This was supported by The Importance of Learning Materials in Teaching (2016), that teachers deliver instruction through the use of instructional materials. It can improve student success and student learning. One common thing about Instructional materials is that is the ability to support student learning. It is great if the materials will be personalized or contextualized in which they're being used to by the students and the teacher. Reading materials can be of any form. As stated by Latini, Bråten, Anmarkrud, & Salmeró (2019), that e-materials does not take up any physical space at home, school or elsewhere for storage. When reading materials such as books, magazines or other printed materials is not personally seen or given it takes away one worry readers need to concern themselves with – the need for a place for safe keeping.

Trainings were useful in addressing this kind of problem especially here in the Philippines. According to Asrial et al. (2019), participants teaching language rated around 8 out of 10 when asked to measure their capability in teaching reading. It is very useful to have trainings with elementary teachers who are experts in teaching sound and letter recognition. It helps them develop their skills in teaching their students how to read. It aided them in facilitating lessons more effectively. In an effort to increase knowledge of the subject matter and proficiency in learning, teachers should also be proficient in language when facilitating classroom learning.

This was supported by Moats (2020), who stated that subject area teachers should focus more on teaching reading rather than giving more attention to content. Rules on grammar are more technical in nature and require the guidance of language teachers especially in the implementation, and teachers should focus on this rather than just teaching vocabulary. Since their background on teaching letters and sound recognition is not enough, teachers need to undergo capacity building or training. The knowledge, abilities, and capacity building for teachers should be provided in order that they can teach what their students truly deserve.

3.4 On what insights did the participants gain in the implementation of the program.

Insights Gained in the Implementation of the Individualized Reading Remediation Program-The emerging themes in this structured theme were the value of reading, students becoming responsible, reading needs, be patient and flexible, reading remediation program big help to students, and appreciating student's gratefulness. The findings revealed that the value of reading was their common answer when asked about their insights.

Reading plays an important role in our lives. It allows us to understand different ideas and concepts. According to Idulog et al. (2023), students' capacity to scrutinize printed texts is essential in understanding all subject areas. It was stated that reading plays a very significant part in education.

Furthermore, Sari (2017) stated that this skill is needed in literacy to add knowledge of the learned material. The author also concluded that English subject is as important as mathematics. It is expected that as student's educational level increases, and as the subject becomes denser and more challenging, it should be associated with more reading activities.

Lessons Learned from One's Experience in the Implementation of the Individualized Reading Remediation Program-The emerging themes in this structured theme were put extra effort in teaching learners, be grateful, importance of parental support, importance of being patient, teacher never stop learning, difficult to teach learners how to read, teaching how to read should be done gradually, and reading program should be implemented in elementary level. The finding revealed that they have different lessons learned.

It was revealed that part of the lessons they learned is the importance of parental support. Lack of parental support is one of the factor that affects the learning of the child. Parents at home and even in school are not open to address the needs of their children. According to Johnson (2020) believed that parents' active involvement in education has an impact to children's social, emotional, and character development. It increases attendance, reduced suspensions, and reduced the number of dropouts. It also has influence to student's achievement and performance.

This was supported by the study conducted by Alexander et al. (2016), that the reading program which continuously helped in improving children's learning to read in partnership with the local communities, private organizations, and the government was the Room to Read Literacy program. The program allows the families and community members to partake in a hand in hand cooperation towards learning specifically learning local languages it was not just about teaching the children to read. A greater accomplishment of a certain activity and be achieved through working in collaboration with community partners.

Realizations Gained After the Conduct of the Individualized Reading Remediation Program -The emerging themes in this structured theme were strengthen the reading remediation program, spend more time in teaching non-readers, hard to teach when you have other priorities, every student have unique qualities, have enough patience, teaching needs sacrifice, and importance of learning how to read. It was revealed that the importance of learning how to read was common to two informants.

It was revealed from the findings that one of the realizations was to strengthen the reading program of the school. The result is supported by Akyol et al. (2017) who stated that enrichment reading programs has positive effects on reading, reading comprehension, reading awareness, and expression skills. It was also very essential in developing writing skills, reading comprehension, creativity skills, textual analysis, and also in eliminating reading challenges and problems.

As stated by Kaya (2014), to strengthen remedial reading activities and encourage children to love reading are two of the goals a reading teacher and reading programs have to attain. Being engaged to the different kinds of books broadens children's understanding of literature. Through the use of various books, children try to explore and answer their curiosity. Reading teachers who are exposing children to reading books help students to appreciate and create good literature.

Another theme revealed was the importance of having enough patient. It is very essential that in programs like this, a teacher must be patient. This was supported by the study of Alan and Ertac (2017) that if one has patience and self-control, there is a meaningful contribution to educational fulfilment. Teachers who patiently work with students by being supportive and denoting students to the most helpful resources takes emotional control on the part of the teacher.

3.5 On the suggestions for the reading remediation program.

The emerging themes in this section are: there should be a reading assessment starting from the 7th grade, separate non-readers from average readers, provide extra time for this program, create a structured and emerging session, provide tutorials during Saturdays, program that check whether students are able to read, and DepEd should have 1-2 hours allotment for reading.

The findings revealed that providing extra time will develop the program. This was supported by the study of Jez & Wassmer (2015), that allotting greater instructional time has been confirmed to have healthier results in terms of schools' academic success. Giving enough time extensions in reading results in the improvement of the students' reading capacity. The better chances they are to learn and improve if longer time will be spent teaching reading to students especially those who are struggling readers.

It was also revealed in the findings that one of the programs they want to craft is to create a structured and emerging session in order to motivate students in learning. According to Laily (2018) that through incorporating games in classrooms, students become participative in their learning and appreciate the teaching-learning process. It is good that teachers provide activities that boost students' creative and critical thinking skills.

This was supported by the study conducted by Hayasi (2015) who stated that people are obliged to read a wide variety of texts including newspapers, magazines, books, documents, instructions, and advertisements both on paper and digital media in order to keep up with the rapidly altering situation.

3.6 Implications for Practice

On Positive Experiences in the Implementation of Individualized Reading Remediation Program. It can be inferred that the research participants have two positive experiences, and these are the fulfillment it gives and the progress of learners. These positive experiences enable the participants to stay inspired and motivated. It is also a reflection that after all of the challenges and problems they encountered during the conduct of the reading remediation, they still have positive experiences to cherish. The implementers may share their stories to other teachers in their school as well as to other school community who are aspiring to teach struggling readers for them to be empowered. This positive experiences of reading teachers may be a basis for the implementation of this program in a wider scope.

On Description of One's Experiences in the Implementation of Individualized Reading Remediation Program- The varied descriptions on the experiences in the implementation of individualized reading remediation helped them understand the real essence of the program. One of the emerging themes, reading remediation is challenging can be considered as the most interesting since it focuses on the different factors that would affect the program. Teachers should be well-aware of the challenging experience that they will face in order to be ready on how to deal with it. This description on one's experiences may be a way to be involved in the program.

On Reasons of the Implementation of Individualized Reading Remediation Program. There are several of reasons why the program was implemented according to the informants. One of the emerging themes, the result of the assessment is considered as the heaviest reason why the program was conducted. Teachers should be aware of the basis of its implementation in order to consider the fact that there should be development on their tutees. With this reason, teachers should conduct a thorough assessment in order to really get the number of students to be catered in the program.

On Reading Problems Encountered with Students. Common problems shared by the teacher participants include reading comprehension, student's absenteeism, sound recognition, and identifying letters. Among these problems, it can be reckoned that these problems are similar with the problems encountered by teachers who are also teaching reading. It has been shown that reading comprehension is considered as the most common problem that a tutor may encounter. Reading teachers should be prepared in addressing these kinds of problems in order for them to cope up with the trials and come up with ways to handle the same problems. With these problems, the school may come up with a more structured and effective pedagogical strategies in order to resolve these problems that seem to be perennial.

On Description of the Behavior of Students in the Implementation of the Individualized Reading Remediation Program. One of the emerging theme generated is that students are willing to learn. The willingness of students inspire teachers to work harder in helping the child to learn. This positive respond of students contribute to the positive result of the program. With this, teachers should facilitate the program well in order to maintain the willingness of students to learn how to read.

On Coping Mechanism Utilized in the Challenges in the Implementation of the Individualized Reading Remediation Program. There are various emerging themes in this structured theme. The participants have mentioned different coping mechanisms in the implementation of the program but by giving rewards stands out. Teachers involved in the program are giving rewards to students their learners to continue in attending their reading sessions. The rewards given were in different forms, such as: chocolates, money, school supplies, food, and even praising. With this, teachers should set what rewards they are going to use in order to avoid comparison. Teachers must also limit on what rewards they are going to give especially if the activities are already exciting and interesting by itself. In addition, teachers should focus on developing the intrinsic motivation of the students instead of giving rewards, because this has caused teacher to use their own money and resources just to keep students interested in doing the said program.

On Ways in Motivating Students to Participate in the Individualized Reading Remediation. According to the participants, there are many ways in motivating students to participate in the reading remediation, and prepare some snacks stand out. With this, teachers are having their own expense in order to prepare snacks. This is why the school should allot a budget for this program, like what they did during National Learning Camp. Teaching is already hard, and to lessen this problem the school must contribute something for this.

On Ways the School Community Help Oneself Cope with the Challenges in the Implementation of the Individualized Reading Remediation Program. Without the help of the school community, this program will not be realized. The emerging themes are the following: by providing materials, providing module as guide, and trainings. These are very essential in conducting the program. With this, teaching becomes easier. There is only one module given by the reading coordinator, materials and supplied are given but limited, and trainings were only done during the pandemic period and at the start of the class. This is why the school must update or add more modules and guide for the teachers to use. The school should also add some more learning materials in order that they will not have hard time in printing learning materials anymore. Lastly, the school must have Learning Action Cell on this to teach not just the tutors as well as the other teachers on what to do, because they do not know that after the LAC, other teachers will volunteer to part of the program.

On Insights Gained in the Implementation of the Individualized Reading Remediation Program. Reading is one of the basic skills a learner should have. Reading does not mean uttering the words but it also means understanding what is being read. There are many insights mentioned but the most common was the value of reading. In implementing programs like this, teachers must explain the objectives and goals why they are conducting the program. Let the students be informed of the advantages of knowing how to read because there are some tutees who were not serious in attending the program. Other students were absent most of the times because some tutors are not informing them right. Teachers must also be serious in conducting the program in order to really help the child learn how to read.

On the Lessons Learned from One's Experience in the Implementation of the Individualized Reading Remediation Program. There are different lessons learned by the participants and these are: put extra effort in teaching, be grateful, importance of parental support, important of being patient, teachers never stop learning, difficult to teach learned how to read, teaching how to read should be done gradually, and reading program should be implemented in the elementary level. With these lessons learned by teachers, it can be seen that teaching reading is really not easy. This is why the school must choose the teachers who are really suited for the program. It is hard to implement the program when you are not used to it, like assigning Math teachers or MAPEH teachers. The school must oblige parents to get involved in the program, like giving one day where in the parents will witness their child's performance in order for them to know how they are going to assist their child at home.

On the Realizations Gained After the Conduct of the Individualized Reading Remediation Program. In this part, participants have mentioned varied realizations. They mentioned to strengthen the reading remediation program, spend more time in teaching non-readers, hard to teach when you have other priorities, every student have unique qualities, have enough patience, teaching needs sacrifice, and importance of learning how to read. Based on these emerging themes, it can be seen that all the teachers involved were really having a hard time in conducting the program. With this, there were sacrifices that they made especially that there are activities and prior engagements that they have to attend to. The program conducted by the school must be strengthen through assigning teachers who do not have other priorities, no designation in order to really focus on the reading remediation. The teachers that will be involved must be those with enough patience because this task is really not easy.

On Programs Can Be Crafted. This is the most crucial part of the study, knowing what program can be crafted after the findings of the study. Participants have mentioned different programs that they want to have in the school, these are: separate non-reader from average readers, provide extra time for this program, create a structures and engaging session, provide tutorials during Saturdays, program that check whether students are able to read, and DepEd should have 1-2 hours' time allotment for reading. All of these are interconnected, their goal is for the

improvement of the program. Strengthening the program through providing extra time. This program must be assigned to those teachers who do not need to travel or to teachers who are near from the school. During the first month of classes, non-readers or struggling readers must already be identified in order to fill in the gaps earlier. Advisers must check the development of students for the year ends, and tutors should prepare engaging and structured session wherein the learners will be motivated to participate. Tutors should not be reluctant.

3.7 Implication for Future Research

This undertaking mainly focused on the lived experiences, challenges, coping mechanisms, insights, suggested programs of teachers in Maparat National High School in implementing the individualized reading remediation, with this, the following implications for future research are considered:

First, it should have a deeper understanding on finding out the effect of conducting the program to their families, especially their own children knowing that they are extending their time and effort for the program.

Second, is to investigate what are other learning materials and strategies that the teachers are using aside from what was given and provided by the school for them, and how they cope with the unavailability of materials.

Third, is examine how they measured the student's development. To know what are the ways to measure students' improvement in terms of reading. To know what are the basis in confirming that the student really have improved. A quantitative study has to be conducted in order to measure the development of the child based on a more established standards. This can be supported by an experimental study that will test how effective the learning materials used in the program. The level of development as observed by the tutors are not sufficient proof that learners have shown progress, there should be a more scientific assessment tool to be used.

Lastly, the study is only limited to Maparat National High School, another research must be conducted focusing on the practices of the entire District of Compostela. To know how the other schools address this kind of problem.

4. CONCLUSIONS

As a teacher, I have learned a lot of things from this study of the teacher's narratives in conducting the individualized reading remediation program. This study focused on the lived experiences of the tutors or the reading teachers in the reading program conducted by the school. Individualized reading remediation has been found as a solution to the existing problem in Maparat National High School which is the increasing number of non-readers and struggling readers. The school have come up to implementing this kind of program to cater the needs of students.

With this study, I realized how important reading really is. To be part of the program brings genuine happiness and joy to teachers by seeing the tutee's progress. This program is tough and challenging but on the other side it is exciting and satisfying. This program was implemented by having the result of reading assessment conducted by the school as basis. There are various reading problems encountered like reading comprehension, student's absenteeism, sound recognition, and identifying letters. There are also challenges encountered in the program especially having not enough time in reading remediation. I also realized that teachers should be resourceful in terms of preparing instructional materials, and be more patient in order to understand the learners. Understanding the learners means extending your time and effort for them. Teachers must be willing to sacrifice a thing, and to be mindful of their time in order perform this duty.

Therefore, it is vital that teachers must give importance to reading as well as the tutees. Extra time for the program must be provided to cope with the challenges and problems. Parents should also be part of the program. The role of the parents is very essential in addressing this problem. One thing is so sure about this program, the school and teachers' dream is to decrease the number of non-readers, and this would not be possible if the teachers are only the ones loving the program. There should be a string that binds the learner, the teacher, the parent and the school.

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